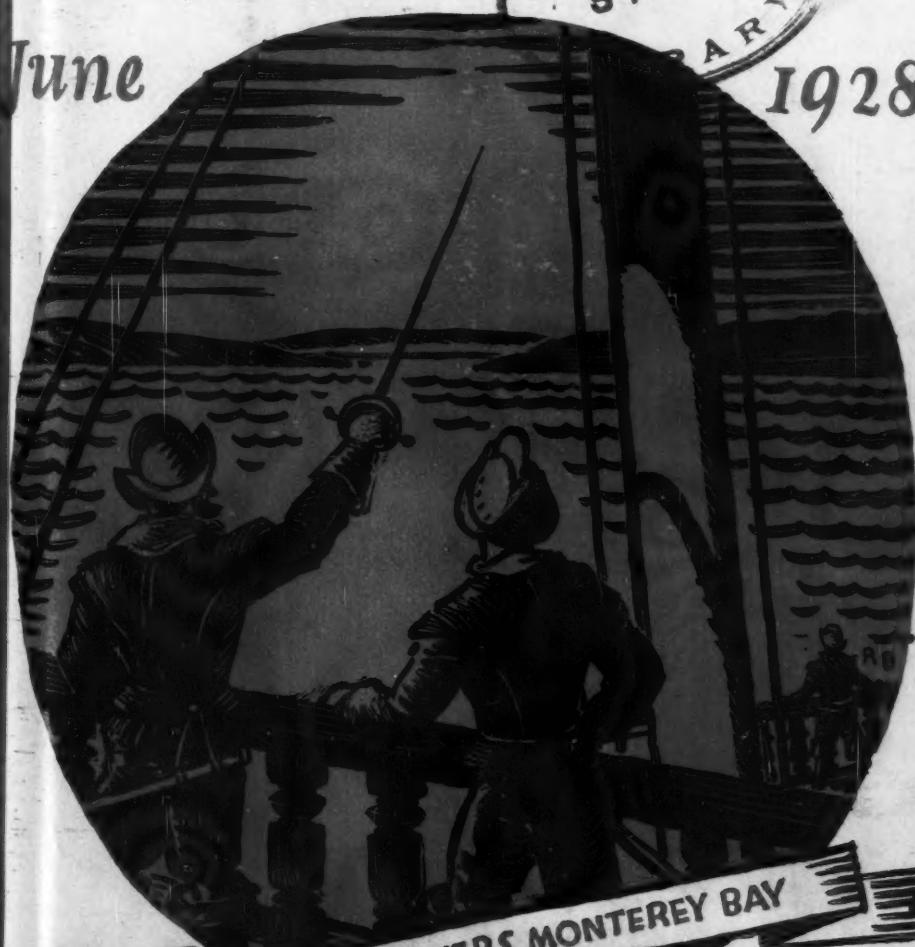


SIERRA EDUCATIONAL NEWS



June

1928

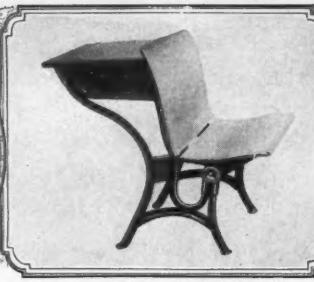


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SPECIAL California train to Minneapolis leaves Los Angeles, 6:10 p.m., June 27. Leave Fresno 3 a.m. June 28, leave Sacramento 9:45 a.m. June 28; Bay region people leave San Francisco 7:40 a.m. June 28. Train leaves Oakland, Sixteenth street, 8:11 a.m., June 28. Join at Davis at 10:20 a.m. June 28. Short stops will be made at Shasta Springs, Portland, and Spokane. Will arrive in Minneapolis Sunday evening.

Delegates will be picked up along the route in California at points other than Los Angeles and Oakland, if state director is informed long enough in advance to make arrangements with Southern Pacific Company.

Early reservations are requested, so that proper equipment may be supplied.

California headquarters will be in Hotel Radisson, Seventh street, between Hennepin and Nicollet avenues.

Thirty rooms were reserved for Californians at Hotel Dyckman, Sixth street. Rates, double, \$4.00 to \$7.00 per day, European plan.

A complete list of the leading hotels was mailed some time ago to the officers of local clubs. Delegates wishing to write may consult this list.

In case you have any difficulty in securing reservations, write to C. H. Chadbourne, Chairman N. E. A. Housing Committee, Hotel Vendome, 21 S. Fourth street, Minneapolis.

First meeting of the California delegation will be at Hotel Radisson at 4 p.m. Monday, July second. California breakfast at Hotel Radisson 7:30 Tuesday morning, July third.

We shall have a special train from Portland. Will travel on our own schedule. Relatives and friends may avail themselves of this train arrangement.

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A Trip to Hawaii

JOSEPHINE WOODS

Magnolia School, Riverside, California

MY CLASS became so interested in my account of a recent trip to Hawaii, that I suggested we embark on an imaginary trip. Besides the outstanding value of this plan as a project in geography, I soon saw its worth in studying:

1. Language

Eager discussions as to the trip's cost, duration, necessary clothing, and the most desirable route, provided our oral language. The correct form for a business letter was learned in writing to the steamship companies for information and bookings. Also, friendly letters, to relatives and friends left behind. A diary of the days spent on the ocean proved interesting work for the children, while brief descriptions of such things, as, "The Crater of Kilauea," "The Night Blooming Cereus," "The Colors of the Ocean," gave opportunity for vocabulary building.

2. Reading

The railroad and steamship offices supplied many interesting folders and pamphlets, which were read by the hour. Information in regard to pineapple and sugar industries, coral reefs, and volcanoes was gathered with increasing interest.

3. Arithmetic

This subject was made fascinating through estimating actual costs of the trip: passage both ways on the boat, living expenses there, cost of various excursions, and incidental expenses. Much skill was acquired in adding, subtracting, multiplying, and dividing dollars and cents. The use of traveler's checks was also explained.

4. Handwork

A variety of handwork grew out of this project. The making of paper "leis" was most enjoyed. Grass houses, calabashes, outrigger canoes, and surf boards were made. These, together with coconut palms, volcanoes, etc., formed a most attractive sand table. Many of the diaries had clever illustrations and covers.

5. Spelling

The number of words learned and used by the children was truly astounding. The frequent use of the words seemed to rob them of their difficulty.

And, finally, the general tone of the children's work improved steadily. The project seemed to reach into every phase of the day's work.

But, best of all, was the spirit of enthusiasm and cooperation shown by the children themselves.

SIERRA EDUCATIONAL NEWS

Official Publication of the California Teachers Association

MARK KEPPEL, Los Angeles County Superintendent of Schools, Los Angeles..... President
ROY W. CLOUD..... State Executive Secretary

Vol. XXIV

JUNE, 1928

No. 6

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Sierra Educational News is a member of the Educational Press Association of America and is published in accordance with the standards of that organization. There were 34,000 copies printed of this issue.

Editorial and Business Offices, 508 Sheldon Building, 461 Market Street, San Francisco, California, Telephone Garfield 175. VAUGHAN MACCAUGHEY, Editor.

The California State Council of Education is the governing and representative body of the California Teachers Association, which is a federation of six geographical sections. In Los Angeles the California Teachers Association Southern Section has offices at 732 Van Nuys Building, Seventh and Spring Streets; F. L. Thurston is executive secretary of that section. C. T. A. Board of Directors and Section Officers are listed elsewhere in this issue.

California Council of Education Annual Meeting

Hotel Oakland, April 14, 1928



ANNUAL meeting of the California Council of Education was held in the Hotel Oakland, Oakland, April 14, 1928. President **Mark Keppel** called the meeting to order at 10:00 A. M. On roll call it was found that a quorum was present; the regular order of business was taken up. Proxies who represented absent members were seated.

Honorable **William John Cooper** was called upon and addressed the Convention. His remarks dealt with the San Francisco budget case teacher tenure and other matters of interest. He outlined the attitude of the Governor and the State Department of Education and expressed his belief that during the coming three years California will have many things to be thankful for in the way of progressive school legislation.

President Keppel then called for the committee reports. **Bruce W. Painter**, chairman of the committee on **Publicity**, reported that the work of that committee had been concluded with the inauguration of the Division of Research and moved that the committee be dismissed. It was so ordered.

Ira C. Landis, chairman of the committee on duties and functions of **Public School Administrative Authorities**, reported in part as follows:

"The field of study is large. The need for such a study is important. In this day of organization the school administrative duties seem to have 'just grown up.' New duties have been added with the expansion and growth of the school system.

The problems of proper distribution of administration functions between various departments, so that there is an efficient organization and little overlapping; so that the executive's head should be freed from petty details and bickerings; so that he may not be encumbered with much serving, but may be freed to work out constructive, far-reaching policies—yet so that he may keep all things co-ordinated and in a central control; his relation to the board and other departments, particularly the business administration—these are the problems to be considered.

It seems that this Committee has a worth-while piece of work in studying the problems and perhaps bringing together some of the points of the studies which have been made as outlined by Dr. Almack, Superintendent E. C. Hartwell of Buffalo and Dr. W. W. Charters, and applying them specifically to California conditions and perhaps to more clearly define the duties and functions of public school administrative officials."

Roy Good moved the adoption of this report. The motion was seconded by **Mrs. Catherine Gray Hooton**, was carried and so ordered.

The report of the committee on **Adult Education** was given by Superintendent Joseph E. Hancock of San Jose. An outline of Mr. Hancock's report is as follows:

According to John L. Kerchen, representing the Joint Committee of the American Federation of Labor and the University of California, a reason for adult education among laborers is that it is a protest against the attitude of the public school toward the discussion of labor problems.

It has been contended that the schools are unfair in their treatment of problems connected with labor. In adult education there are a number of classes conducted in California, usually at the labor temples or local headquarters. It is the purpose of these classes to elevate and raise the standard of labor groups by dealing with social and economic conditions or problems that affect that group.

They deal with such subjects as the history of the labor union movement, industrialism, wage and its relation to standards of living, and kindred subjects. Dr. Kerchen claims that he has promise of working out a fine program if there is such a thing as a real awakening of adult education in America.

MR. HANCOCK then continued that notwithstanding the optimistic views of the overzealous advocates of adult education, it is a movement which is receiving the endorsement of the public. It is no longer necessary to sell adult education to anyone. Splendid programs are being carried on throughout the state.

He described the work that is carried on at Mills College; in the Oakland public schools, the work at Long Beach, and the adult week-end school held in Tulare Union High School. At each of these the problems of the state nad government are presented and those in attendance receive much instruction and good from them.

He also told of the work of the farm bureaus centers held at Fresno and at other sections of California. In Santa Clara county he reported that the county public forum through the efforts of experienced and enthusiastic advocates of adult education had been doing splendid work. Mr. Hancock's presentation of the subject was excellently handled and received the hearty endorsement of the entire Council.

On motion of **E. G. Gridley**, the report was accepted, placed on file and the committee was continued for further study.

Charles E. Teach, chairman of the committee on **Affiliation**, reported for his committee. A copy of this report was, in detail, practically that printed in the April issue of the Sierra Educational News covering the matter of affiliation, it will not be repeated here.

A. S. Colton, chairman of the committee to make a study of actual salary conditions in the school districts of California as affected by Amendment No. 16, reported as follows:

"This is a preliminary report of the salary committee for elementary teachers in the rural schools. The three main objectives of this committee are as follows:

1. To report on the actual salary status of these districts in all counties every two years.
2. To make recommendations how these salaries can be increased under the present laws.

3. To further, in every way possible, adequate salaries for the elementary rural school teachers.

In December, 1922, and also 1924, reports were made on results of Amendment 16.

There are three outstanding points that should be noted in the report for the school year 1923-24.

1. In 1923-24, out of 3,046 elementary school districts, 1,799 or 58.4% had only one teacher; 494 or 16% had only two teachers; and 214 or 7% had three. That is, there were 2,488 districts out of 3,046, or 81%, having only one, two or three teachers.

2. In 1923-24, 185 districts or 6% were still paying under \$1200 and some of these under \$1100.

3. There were 1,579 districts, or 52%, which had no special tax for maintenance.

At the next meeting of this Council in December a report will be made as follows:

1. Salary schedules for rural schools having one, two and three teachers. If possible, minimum and maximum salaries in the large rural schools.

2. County rates for elementary schools and Special Tax Rates for Maintenance.

3. Names of districts in each County paying less than \$1200,—giving assessed valuation and special tax for maintenance in each district.

Comparisons will be made in these studies between the school years 1923-24 and 1927-28.

In order to obtain more efficient teachers in the rural schools, better salaries must be paid. Standards for certification are being improved. Along with this improvement in standards there must be an increase in minimum salaries. As a result of Amendment 16, the minimum salary state-wide is approximately \$1200. The committee feels that this minimum should be raised to at least \$1400 and everything that can be done in the next few years to bring this about should be done.

The only way to solve this is by continued close co-operation between the Council of Education, all the Sections throughout the State and the Counties within the Sections.

If possible, this report will be ready in October so that the different Sections will be given data showing districts in their Counties paying less than \$1200.

It is recommended that a committee be appointed in each Section whose duty it will be to help to raise these salaries to at least \$1200. Even though this may not be possible for the school year 1928-29, still by starting to work in these districts next Fall with a follow-up in the Spring these salaries can be increased to at least \$1200, if not more, for the year 1929-30.

The committee earnestly requests the co-operation of all the Sections in the State toward attaining this goal of adequate salaries for the rural elementary school teachers."

Christine A. Jacobsen.

William G. Paden.

F. L. Thurston.

John R. Williams.

Albert S. Colton, Chairman.

C. R. HOLBROOK, San Bernardino, made a lengthy and detailed report concerning the apportionment of state school funds. As this report is of great value but too long to be included within the columns of the Sierra Educational News, William G. Carr has prepared a digest of the same, which follows:

Analysis is submitted herewith of the report of the Committee on Apportionment of State School Funds (Council of Education, April 14, 1928).

I have analyzed the report under four aspects, namely: (1) objects, (2) data, (3) method, and (4) application.

Objects

1. The object of the report is to present evidence to show the need for a revision of the present bases for apportioning the state school fund and the state high school fund. The bases of apportionment now in use are, essentially, as follows:

(a) To elementary schools; teachers allowed and pupils in A. D. A.

(b) To high schools; years maintained and pupils in A. D. A., with a series of bonus apportionments for special evening vocational and part-time classes.

It will be observed that these bases neglect entirely the ability of the districts and counties to contribute to education.

Data

2. The data of the report are derived from official state and county reports for the school year 1925-1926. This is the last year for which complete published material can be secured. I have not checked the accuracy with which the data have been compiled, but can do so if so requested.

Method

3. The method of the report. The basic method of the report is one of comparison and correlation. The 13 comparisons and correlations which are presented may be reduced to a few types to facilitate the evaluation of the conclusions reached.

So far as school support is concerned, three factors are of controlling importance:

(a) Educational need, or the number of children to be educated;

(b) Educational ability, or the amount of true taxable wealth available for the support of schools; and

(c) Educational performance, or the amount of money spent for education.

The report sets up the following series of comparisons among these three variable factors—

(a) Educational ability in different districts and counties is compared (page 3, sections 1, 2, 3).

(b) Educational ability is compared with educational performance (page 3, sections 4, 5; page 4, sections 6, 10, 11, 12).

(c) Educational need is compared with educational ability (page 4, sections 7, 8).

(d) Educational need is compared with educational performance (page 4, section 9).

The conclusions from these four types of comparisons are, in general, that:

(a) Districts and counties differ very widely in educational ability

(b) The greater the ability, the higher the performance;

(c) The greater the need, the less the ability, and

(d) The greater the need, the less the performance; that is, the larger the school, the less money spent per child.

In the interpretation of these results, one important caution is needed. The statistical method of correlation, which is frequently used in the report, cannot establish a cause and effect relationship. For example, the positive correlation reported between wealth per A. D. A. unit and tax rate (page 3, section 4) does not prove that the great wealth causes the high tax rate, but only that the tendency exists for these two variables to fluctuate together. A cause-and-effect relationship may exist or it may not. The correlation method can never prove the causal relationship.

Application

4. An examination of the standard discussions of the function of state school funds reveals the fact that these funds are thought to have a three-fold purpose:

(a) Securing participation of the state in educational undertakings. This is especially important in California, where state and local taxes are assessed upon different types of property.

(b) Stimulation of the local units. In California this is secured by requiring the county to match the state apportionment for elementary schools and to double the state apportionment for high schools. There is in California practically no such stimulating effect as far as the local districts are concerned.

(c) Equalization of educational opportunity through the equalization of educational cost burdens.

The first of these three functions has to do with the amount of money raised for education by the state. The second has to do with the relative amount of money raised by state and local units. The third has to do with apportionment of the state money to local units.

It is on this third issue that the report questions the justice of the present system of apportionment. The present system of appropriation considers only need (number of children) and, to a limited extent, performance (money spent).

The question which the report raises is: Should not the factor of local ability to support schools also enter into the scheme of apportionment?—Respectfully submitted,

WILLIAM G. CARR.

A further statement, contributed by Mr. Allen, is given herewith:

REPORT of the Committee on Apportionment of State School Funds as given before the April 24th meeting of the Council of Education presented data in criticism of the present apportionment plan

(Continued on Page 14)

Superintendent Fred M. Hunter discussed Mr. Holbrook's report and while he declared that he felt it was the most comprehensive study that had ever been made at the California Council of Education, he was of the opinion that the members should be careful in passing upon the matter, as its provisions might conflict with Amendment No. 16 and its proper continuation. Frank Boren of Oakland also talked to the same point, as did H. B. Glover of Los Angeles. Mr. Boren then moved that the report be accepted. Joseph M. Gwinne questioned the matter of acceptance. He felt that the report, because of its especial value as a study, should be put before the meeting. On motion of David E. Martin, the report was finally accepted and the committee continued for further investigation.

A. R. Clifton reported on the allotment of N. E. A. delegates to the various sections of California Teachers Association.

David E. Martin, chairman of the committee on Placement, reported as follows:

Total number of teachers registered in year 1927 (Berkeley office) 2365

Including the Southern Section I am informed by Mr. Thurston this brings the total number for placement registration up to about...4500

Men	726
Women	1639

Total	2365
High School	1237
Junior High	167
Special	462
Elementary	459
Kindergarten	37
No credential	3

	2365

Placements for 1927:

Total 451

Administrative positions 45

55% of these registrants placed their names in the Bureau for promotion. 40% of these returned to the position they held the previous year.

Collections for 1927:

Total \$16,772.56

Commission 14,001.50

Memberships 2,771.00

If these placements had been made by a commercial agency, the commission would have been \$35,003.90. The amount collected by the California Teachers Association was \$14,001.50. Therefore, the saving to teachers was \$21,002.34. (You can add to that from the Southern Division about \$10,000, making a total saving of around \$31,000.)

Your Committee has the following recommendations to make:

1. That the respective members of this Council co-operate in advertising the results achieved by the Placement Bureau and aid individually in increasing the scope of its activities as to number of registrations and placements.

2. The active support of Superintendents—City, County and District—also the Principals in both

High and Grammar Schools be requested in order that the above may be accomplished. We feel that through the above named agencies the teachers themselves may and should be brought to realize that loyalty to our organization requires their active support of the Bureau.

3. Your Committee feels that our Placement Bureau is giving, at a less cost, a better service than the private agencies in which the "financial remuneration phase" of teacher placement is the chief consideration.

R. L. BIRD.

GEORGE MOYSE.

F. L. THURSTON.

FLORENCE TILLMAN.

PAUL STEWART.

DAVID E MARTIN, Chairman.

Mr. Martin then moved that the splendid management of the Placement Bureau in Berkeley, under Sam M. Chaney, and the fine manner in which F. L. Thurston of Los Angeles had conducted the Placement Bureau in that city, be especially noted and it was so ordered.

O. S. HUBBARD as chairman of a special committee to report on Section 1731-a of the Political Code in regard to the formation of consolidated school districts, asked that further time be given for the study. His request was granted.

Two o'clock being the hour at which the members of the Board of Directors were to be chosen by the several Sections, President Keppel assigned the different delegations to various quarters. Upon reassembly it was found that the following had been elected:

BAY SECTION, Joseph M. Gwinn and Fred M. Hunter; **CENTRAL SECTION**, Clarence W. Edwards; **CENTRAL COAST SECTION**, Robert L. Bird; **NORTHERN SECTION**, Ed I. Cook; **NORTH COAST SECTION**, Roy Good; **SOUTHERN SECTION**, Mark Keppel, Walter Crane and H. G. Clement.

In presenting the name of Clarence Edwards, the Central Section expressed its appreciation for the leadership of President Mark Keppel during the past year and asked that the organization should have his leadership as president for the following year.

Nominations of delegates to the Representative Assembly of the National Education Association were presented by the Sections, as follows:

Bay Section

Florence Tillman
William H. Hanlon
E. G. Gridley
Emma L. Dacre
Margaret Croak
Robert J. White
Mrs. Grace T. Pearce
Leila Cameron
Estelle Unger
Hattie G. Hinkson

Alice Bailey

A. L. Barker
Roy W. Cloud
Laurence M. Pease
Southern Section
A. W. Armitage
Fred A. Boyer
J. William Gastrich
H. B. Glover
Frederick F. Martin
F. L. Thurston

Albert F. Vandegrift

A. E. Whiteside

John E. Wright

A. R. Clifton, Director

Mark Keppel, President

Central Section

Louis P. Linn

J. F. Graham

Central Coast Section

Arthur Walter

Perry O. Cole

North Coast Section

George Albee

Northern Section

R. W. Everett

George Berry

J. D. Sweeney

Local educational societies are selecting delegates to the N. E. A. The names of these delegates will be printed later.

The report of the nominations of the various Sections was then formally presented. The nine directors named, on motion of Louis Linn, seconded by A. J. Cloud, were declared to be the Directors of the Association for the coming year.

MRS. EUGENIA WEST JONES reported a gift of \$5000 by the Kindergarten Primary teachers of Southern California to the Teachers' Welfare Home maintained in Inglewood. Mrs. Jones explained that a sum of money was collected in Southern California to be used for entertaining the International Kindergarten Convention which met in Los Angeles in 1925. The amount had not all been used—hence the surplus. The announcement of this gift brought forth a motion that the hearty good will of the Council should be expressed to the donors of this gift.

A. R. Clifton, chairman of the committee on Character Education, reported that his committee had made a collection of exceptionally valuable material which was in his possession but which could not be collated without the expenditure of considerable money. As the Association at the present time has not the funds to employ someone to assemble this material and prepare it for a course of study, Fred M. Hunter suggested that Mr. Clifton take up the matter with the State Curriculum Commission of California to see whether or not someone could be appointed by State Superintendent Cooper to consider the matter of forming a course in character education and having the same printed for the use of the teachers of this state.

L. E. Chenoweth, chairman of the committee on the County Unit Plan, made the following report, in part:

Definition

In order that there may be an understanding of the County Unit Plan, as it is being studied, it is defined as follows:

The County as a unit for school organization contemplates that the management and control of all schools of the County, other than those within chartered cities, shall be in the hands of a single county board of education, consisting of laymen elected by the people residing within the territory

to be administered by the board, as distinguished from, and in lieu of, the many individual district boards of trustees required under the present system.

The County Board of Education, advised by the County Superintendent of Schools, would have as its powers and duties:

- (a) The determination of the total county school budget, to consist of the combined fiscal support necessary for all schools of the county.
- (b) The apportionment, according to law, of school moneys to such schools.
- (c) The determination of attendance areas.
- (d) The selection of principals, teachers, janitors, bus drivers, and other employees.
- (e) The location of schools.
- (f) The making of provision for transportation, and
- (g) All other matters necessary to the proper discharge of their duties in the complete administration of the schools under their jurisdiction.

The County Unit Plan proposes that the entire administration of the county school system, within the limitation fixed by the law and the rules and regulations of the State Board of Education, should be under the direction and control of the elected county board of education and the county superintendent of schools.

The County Superintendent of Schools would be the executive officer of the board, and would have under his immediate professional direction the administration of all of the schools under the jurisdiction of the county board.

The County Unit Plan proposes that this different and more compact unit of administration for all schools other than those within chartered cities, will so simplify their conduct as to make it possible for them to benefit by changed conditions which will bring about a real "equality of opportunity" and afford to the rural schools exactly the same advantages so long enjoyed by city schools.

In view of the widespread interest in the County Unit Plan, and the fact that it is now in successful operation in other states, and considering its evident merit and the need for a better form of administration so that the equalization and enrichment of school opportunity in California may be reached, your committee recommends:

That your Committee be authorized to continue its study of the County Unit Plan, as representatives of the Council of Education, in co-operation with other investigating committees now or hereafter formed, and submit a definite report of approval or disapproval of the County Unit Plan at the next regular session of the Council of Education.

WM. P. DUNLEVY.
CLARENCE W. EDWARDS.
A. G. ELMORE.
JAMES G. FORCE.
MRS. MINNIE M. GRAY.
MRS. BLANCHE T. REYNOLDS.
ALBERT SMALL.
MRS. GRACE E. VINNICUM.
L. E. CHENOWETH (Chairman).

Mrs. Catherine Gray Hooton, chairman of the committee on relation between Library and School, made an excellent report. It was recommended that counties that are not connected

with a county library be urged to do so. It was also recommended that the county librarians be placed under the supervision of the county superintendent in the same manner as the State Librarian is now under the supervision of the State Superintendent of Schools.

George C. Bush, chairman of the committee on measuring the Abilities and Capacities of Teachers, reported as follows:

"This is a new committee, first announced in the March number of the Sierra Educational News. Owing to the short time this Committee on Measuring the Abilities and Capacities of Teachers has been appointed, it has been impossible to do much work on the subject. The Committee has met to discuss the objectives of a study of the subject.

It is in doubt as to the interpretation to be placed on the term measuring. If by measuring it is meant to devise and apply a technique sufficiently refined to yield acceptable standards for rating abilities, then the Committee feels that it does not have the facilities or the expert knowledge in research to carry on the work.

The National Society for the Study of Education several years ago planned to bring out a year-book on this subject. Dr. Curtis of the University of Michigan was to head the work of the Committee. The plan has been abandoned for the present. Abilities and capacities in teaching do not lend themselves easily to measurement and the Committee of the National Society recognized these difficulties.

"On the other hand, if the objective is to study a method or scheme of rating abilities and capacities based upon the judgment of observers, then the Committee feels it might profitably undertake such a study. The Committee wishes to confer with the president and the secretary for the purpose of determining the goals or objectives of its study. It will then start on a report at the December meeting." Respectfully submitted,

CHAS. E. TEACH.
A. G. ELMORE.
MRS. BLANCHE T. REYNOLDS.
W. L. STUCKEY.
GEORGE C. BUSH, Chairman."

Professor Marvin L. Darsie, chairman of the committee on Professional Improvement, reported as follows:

"Owing to the fact that your committee was unable to meet prior to April 14, its recommendations are to be regarded as preliminary and tentative. As a means of integrating the thought of its members on this question, an attempt was made to classify all factors which might be involved in the professional improvement of teachers. This classified list, a copy of which is attached, was then forwarded to the members of the committee with the request that they rate the various factors in accord with the following scheme:

- (3) Extremely important and desirable.
- (2) Of moderate importance.
- (1) Of little importance.
- (0) Of no importance or actually harmful.

On the basis of the returns received, an average rating of each factor was made, and the factors ranked in the order of the composite rating thus

	Rank	Factor	Rating
1—Teacher participation in professional organizations			2.83
2—Teacher participation in administration and supervision			2.67
2—Better system of rating by supervisors			2.67
2—Better system of self-rating by teachers			2.67
2—Better analysis of factors making for teaching efficiency			2.67
2—Better supervision of practice teaching			2.67
2—Up grading of credentials based on continued training			2.67
2—Reading of professional books and literature			2.67
2—Single salary schedule			2.67
2—Teachers' reading circles			2.50
3—More adequate retirement provision			2.50
4—Increase in amount of practice teaching			2.40
5—Up grading of credentials based on teaching experience			2.33
5—Influence of permanent tenure			2.33
6—Continued oversight by training institution			2.17
6—Up grading of credentials based on travel			2.17
6—Abolition of certification by county examinations			2.17
8—Increase in academic training courses			1.33
8—Increase in professional training courses			1.33
9—Increase in length of required training courses			1.17

It is apparent that in the opinion of the Committee by far the most important method of improving teachers professionally lies in the improvement of the technique of supervision, both during the period of training and afterward.

It is significant that the importance of teacher participation in systems of rating and supervision is given high rank. It is also significant that even from the standpoint of individual self-improvement, participation in professional organizations is rated more highly than membership in reading circles, or other study activity.

It should be noted that the opinion seems general that present standards of training are deemed adequate, the line of professional improvement lying in other directions. The suggestion, however, we made that in the organization of training courses, more attention might be given to professional point of view.

The importance of certain extraneous factors such as certainty of tenure, single salary schedule, and abolition of certification by county examination should also be noted.

The recommendation of your committee is that intensive further study be given to the problem of more adequate measurement of teaching success, and to the improvement of the technique of supervision. It is felt that special attention should be given to the rating of what might be called social adaptability.

It is further recommended that particular study be made of ways and means of providing for more active and effective teacher participation in all phases of administration and supervision in which the professional improvement of teachers is involved. Respectfully submitted,

PANSY JEWETT ABBOTT.
RALPH W. EVERETT.
J. F. GRAHAM.
SHIRLEY A. PERRY.
MARVIN L. DARSIE, Chairman.

Superintendent William John Cooper was called and explained the full import of Amendment No. 26 and the laws which will follow the passage of the Amendment. He also discussed the matter of secondary education in California and expressed the desire that the State Teachers Association might assist in having legislation passed which would then make possible a thorough investigation of California secondary education after a preliminary study had been made by Dr. Leonard Koos.

The Executive Secretary read the report of the Joint Legislative Committee, which had met at his office the day before. This report was printed in full in the May issue of the Sierra Educational News.

President Keppel made a report concerning the State Commission which is studying the Retirement situation of California, and after his report Earl G. Gridley gave the following report on Retirement:

"The State Should Enact a Sound Teacher Retirement Law Because:

1. It protects children from teachers rendered incompetent by advanced age.
2. Capable teachers will more readily stay in the classroom if a sound retirement law is in operation.
3. It increases the efficiency of the teacher by relieving her of financial worry.
4. Private industries recognize and operate retirement plans as an essential to good business.

Suggested Principles of a Sound Retirement Law:

1. A retirement law should be compulsory for all entrants and optional for those who are not subject to it.
2. The retirement age should be optional at about 62 and compulsory at 70, or optional with the employing board at 70.
3. Theoretically the State and the teacher should deposit in approximately equal amounts, upon an actuarially sound reserve basis.
4. The retirement salary should be determined on a flat salary basis.
5. Each teacher should receive upon voluntary early retirement all the teacher's deposits which have been placed to her credit.
6. The state should provide for the deposits for past service of present teachers by paying the necessary percentage annually.
7. Adequate scientific data should be used as a basis for the revision of the present law.
8. There should be legal authority for establishing local supplemental retirement systems.
9. Under an actuarial plan upon the death of a teacher, either during her years of service or after she has retired, her estate should receive only the unpaid portion which the teacher has deposited. In such an event the amount deposited by the State should revert to the State to provide for those teachers who live longer than the normal expectancy.
10. The law should provide for periodic investigations to insure its financial soundness.
11. A retirement allowance should be provided

for disabled teachers after a reasonable period of service.

12. The rights of the teacher under a previous Retirement System should be safeguarded.

13. The Retirement Board should represent both the public and the teachers. Respectfully submitted,

JULIA DONOVON.
ROY GOOD.
A. S. POPE.
MINNIE M. GRAY.
E. G. GRIDLEY, Chairman."

* * *

Mary Mooney, reporting on **Tenure**, said that there were three groups who would appear before the next session of the State Legislature unless the matter could be ironed out before that time by the Teachers Association. She expressed her hope that the matter might be handled in such a way that no conflict should be indulged in by the teachers before the Legislature, but that a concerted action might be determined upon which would meet the approval of all of the teachers of the state.

PRESIDENT KEPPEL stated that the committee to confer in regard to **admission of high school graduates** to the University had not been able to meet with the University authorities and so would have to be continued until next December. It was so ordered.

Thaddeus H. Rhodes, chairman, presented a report concerning **Sabbatical Leave** in Califor-

(Continued from Page 10)

and constructive suggestions for remedy of these situations.

Criticisms

The present plan does not recognize the great differences in abilities of localities to support education. In 1925-26 these differences in ability to support elementary education, as measured in terms of true taxable wealth per A. D. A., varied from a ratio of seven to one between California's fifty-eight counties to three hundred and seventy-eight to one between districts of Los Angeles County.

The present plan of taxation for state purposes and of school apportionment tends to augment still further these differences in abilities of localities to support education. There is a tendency for the state to tax poor localities heavier than rich, and in turn, the school funds are given in larger measure to those localities which are more wealthy.

Localities which are better able to support elementary education in general are providing the better offerings, as measured by expenditures per pupil, teacher load, salaries of teachers, and valuations of school properties per child.

The committee presented facts supporting criticisms from elementary and secondary schools.

The inevitable result is that wealthy localities in general tax lightly for expenditures which are able to produce excellent educational offerings, while poor localities tax heavily for mediocre offerings.

nia, but as no definite recommendations were made, the committee was continued to report at the next meeting.

Henry G. Clement moved that a letter from the State Executive Secretary expressing the good will and affection of all school people should be sent to J. W. Linscott, superintendent emeritus of Santa Cruz, on May 7th felicitating him upon having reached his eighty-first birthday. Mr. Linscott has just completed fifty-five years of teaching in California and is one of the most thoroughly respected, most beloved school men in California. Mr. Clement's motion received cordial support and it was so ordered.

A. R. Clifton then moved that Arthur H. Chamberlain, former Executive Secretary of the California Teachers Association, should be honored by presenting him with a life membership in the N. E. A. Mr. Clifton's motion was duly seconded and carried.

Superintendent Hunter reported the action of the Directors in the meeting of the Board which conferred life memberships in the C. T. A. upon J. W. Linscott, Will C. Wood and Arthur H. Chamberlain.

There being no further business to come before the Association, the meeting was adjourned.—**Roy W. Cloud**, State Executive Secretary.

Suggested Program for Remedy of Situation

1. A more frequent and accurate appraisal at true cash value of all taxable properties within the State on which to base abilities of localities to support education.

2. The establishment of co-terminous districts under one board of education and with one fund for the education of all children from kindergarten through high school.

3. A larger unit or modified county unit, providing for exclusion of larger districts if so desired. This would eliminate many local inequalities.

4. Elimination of constitutional provisions which require counties to equal or double state apportionments. The present statute is an obstacle to equalization.

5. Distribution of approximately one-third of state school funds to equalize inequalities, and the remainder as at present. This would give more state funds to poor districts and less to wealthy.

6. A state severance tax, revenue from which would be applied to the equalization program.

It is recommended that the above program be placed in effect as soon as possible and that in the meantime we look forward to the adoption of a more ideal program somewhat similar to that of New York. The New York plan assures a certain minimum program of education to all children in the state on an equalized tax rate, but allows the locality to care for any frills or extras which it may desire above this minimum.—**Hollis P. Allen**, Asst. Superintendent of Schools, San Bernardino.

Amendment 26: Why It Should Pass

The Board of Directors of the California Teachers Association has launched a vigorous campaign in behalf of the proposed State Constitutional Amendment 26. This Amendment is a child of the C. T. A. and is a direct product of the scholarly investigation of state departments of education, made by William John Cooper, as chairman of a C. T. A. committee. Herewith are given a few statements by representative school leaders as to why Amendment 26 should be passed. Others will follow in subsequent issues.—Ed.

I OFTEN wonder why we ever had the odd, unworkable, dual system of state school administration saddled upon us in California. Going way back in the educational history of our country, we find the people selecting the school committee, or school board, and the board selecting the teacher. That rested upon the theory that the people could be trusted to choose men on whose sense and judgment they were willing to rely for the transaction of school business.

This is simple, and entirely in accord with good sound democratic principles. It is the method by which modern business is carried on, and why it was not carried on further and applied in the formation of county and state school systems is surprising.

Apparently it has taken a long time for the people to realize that the rank and file of the voters are able to pass judgment upon the good sense and integrity of a man whom they have had a chance to know to serve on boards and directorates, but that they are not able to determine in advance whether a man they know only in a general way is best qualified to carry on a certain piece of work requiring technical skill.

They are beginning to realize that they must delegate this function to a select committee which can be held responsible. Since this idea was left out of our constitution, Amendment 26 is proposed to bring us back to that simple, democratic method of procedure.

We cannot hope much longer to retain a high type of leader for state education under our unworkable arrangement. Our former superintendent and the present one are outstanding leaders, and both have been willing to serve because they believed they could be instrumental in remedying the existing order, but neither would be willing to go into a bitterly fought, mud-throwing campaign to obtain the office.—*A. O. COOPERRIDER, Principal, Arcata High School, Arcata.*

IT IS generally recognized that the fundamental weakness of our state educational system is the dual character of its leadership. The governing power is almost equally divided, between the appointed state board of education and the elected state superintendent of public instruction.

This arrangement is well calculated to produce discord and administrative inefficiency. The dangers of this plan were vividly exemplified in the recent deadlock over the choice of state college executives. Recent legislation has improved this situation, but has not removed the possibility of internal dissension in the state department of education.

Amendment 26 proposes to rectify the situation by creating a state board of education appointed by the governor which shall have power to appoint a director of education, to replace the state superintendent of public instruction.

The state board, as the governing body of the state department of education, will be charged with legislative and policy-making powers and the director will be its executive officer. The long term of office renders dictation by the appointing power, the governor, unlikely, and the requirement of approval by the senate is a safeguard against the selection of improper or unsuitable members.

The amendment is conservative in that the office of state superintendent is not abolished, but merely discontinued, the legislature having the power to re-establish it if desirable. The adoption of Amendment 26 will undoubtedly go far toward assuring the people of California an efficient and harmonious administration of their educational affairs.—*C. W. EDWARDS, Superintendent of Schools, Fresno County.*

The secondary and elementary school principals of San Benito, Monterey, Santa Cruz and San Luis Obispo Counties met at King City, Saturday, May 19. Bert Carner, principal of the Gonzales High School, presided. Perry O. Cole of San Luis Obispo, president of the Elementary Principals; Thomas S. McQuiddy, superintendent of Watsonville, and Roy W. Cloud were the principal speakers. Stanley J. Krikac of Greenfield, Monterey County, was elected president of the Elementary section.

AMENDMENT No. 26 should be approved by the voters of California for the following reasons:

1. It will make possible the unification of our state department of education.
2. It will reduce to a minimum the political activity in the State Department of Education by providing that no single administration can gain control of the State Board of Education.

Expert Executives

3. It will put the Department of Education on a sound business basis with a lay board governing and expert executives administering the educational system of the State.
4. It will provide a system wherein friction which may arise between the state Board and the state Superintendent under the present arrangement will be eliminated.

5. It will reorganize the State Department of Education in accordance with the best state educational organizations as they exist today and make possible the selection of the best talent for the various offices.—ARTHUR WALTER,
City Superintendent of Schools, Salinas.

* * *

M. C. James of Berkeley

BERKELEY'S school system is in the peculiar position of having a City Superintendent of Schools who doesn't want the job.

Thirty-three years ago, M. C. James, a boy fresh from the Blue Ridge section of Kentucky, who had just received his Master's Degree from Johns Hopkins, was given the Greek classes at the Berkeley High School. He was soon made vice principal of the High School and deputy superintendent of schools.

In 1907 when S. D. Waterman, City Superintendent, retired, Mr. James stepped into his place and ably managed affairs until nine years ago, when he asked permission to leave the work. He was retained as Assistant Superintendent under Harry B. Wilson, however, and when Mr. Wilson resigned in February, Mr. James was made Acting Superintendent.

He was then re-elected superintendent, but immediately notified the Board that they could not wish the position on to him. He consented to keep the place until a superintendent should be secured.

Mr. James is an affable, agreeable gentleman. He knows school work and is popular with all of the teachers in the Berkeley system.

* * *

Status of Credential Divisions

THE Division of Teacher Training and Certification has been working on a plan for upgrading state teaching credentials. It has been decided that sufficient data have not been available to set standards at the present time. For this reason it has been deemed advisable to defer the plan for one year, during which period an intensive study will



David E. Martin, beloved Alameda County Superintendent of Schools, veteran California schoolmaster, clear-thinking orator, and leader in all progressive movements for the welfare of the children, schools and teachers of California.

be made... Committees of representatives of the teacher training institutions of the California Teachers Association and of local teacher associations will work with the Division of Teacher Training and Certification and recommend to the State Board of Education at the meeting in April, 1929, a plan for upgrading state teaching credentials.

A bulletin outlining in detail the revised regulations is at the printer's and should be available for distribution in the near future.—Evelyn A. Clement, Chief, Division of Teacher Training and Certification, Sacramento.

* * *

The East Whittier School, a large rural school in Los Angeles County, as usual held its annual Kite Tournament this Spring. Many visitors were present, who gazed upwards with delight at the sky filled with beautiful kites. Prizes were awarded for the most beautiful kite, the largest kite, the smallest kite, the funniest kite, the best constructed kite, the most outstanding kite. Miss Bebbie Olive Brown is principal of the school.

A homecoming was recently held at the East Whittier School in Los Angeles County. About two hundred old graduates, former teachers and board members were present. Some years ago this school received the prize as being the most beautiful rural school in Los Angeles County.

Mrs. Susan Miller Dorsey

IDA CHRISTINE IVERSON

Elementary Principal, Burnside Avenue School, Los Angeles

LOS ANGELES school people have entered into a beautiful project—the painting of a portrait of our much-loved superintendent, Mrs. Susan M. Dorsey. Someone, somewhere, thought of it first, and the rest of us were let into the secret by the way of a charming folder. A cut of Mrs. Dorsey appears on the outside page; within is a tribute written by Orra Eugene Monnette, president of the Library Board of Commissioners, followed by brief testimonials from prominent men in the educational and civic world.

To give laudatory testimonial to our superintendent is indeed a privilege. Mrs. Dorsey came into the Los Angeles schools as the most of us have come—a class-room teacher. There has been nothing meteoric about her career, but she has proved herself step by step through her works. It has been the flowering forth of deep sincerity, unmeasured energy, and a never-failing faith in education.

The fruitage of her labors now has national recognition, and Mrs. Dorsey is respected, not only as an outstanding educator, but is reverenced as a rare example of magnificent womanliness. To see her today, enriched by the mellowing influences of long service to children and her force still unabated, is to rejoice in the triumph of wisdom and understanding.

The portrait is to be painted by John Hubbard Rich, who is honored at home and abroad, and is to hang as a permanent exhibit in the art gallery of Exposition Park, Los Angeles.

Mrs. Dorsey has well earned this tribute of appreciation. That the project is a labor of love is evidenced by the contributions that are pouring in—already enough and to spare. It is purposed that the surplus shall be the nucleus of a scholarship foundation to go on for all time. In closing, let me take a few quotations from the above-mentioned folder:

"When conferring upon Mrs. Dorsey the Doctor of Laws degree at the University of California recently, the President, W. W. Campbell, characterized her as follows:

"Susan Miller Dorsey; expert in the field of education; wise and vigorous adminis-

trator; far-seeing adjuster of a school system to the needs of a great and growing city; upholder of high standards; school superintendent of state-wide and nation-wide repute."

"Henry Noble MacCracken, President of Vassar College, in connection with Mrs. Dorsey's attendance at the fiftieth anniversary of her graduation from Vassar, wrote:

"Mrs. Dorsey is one of the most distinguished graduates of our institution and if Vassar had the custom of awarding honorary degrees, she would probably have been the first to receive such an honor."

"John B. Monlux, Deputy Superintendent of Los Angeles Schools:

"Mrs. Dorsey's standards—educational, moral, and spiritual—have always been of the highest.

(Continued on Page 63)



Teacher Retirement

LATEST report from Sacramento concerning the financial condition of the State Teachers' Retirement Fund is as follows:

1. April 1, 1928, amount invested in bonds	\$3,211,100.00
2. The number of teachers in the state June, 1927.....	37,393
3. The number of teachers granted retirement since 1913 to and including April 1, 1928	1,750
4. The number removed by death or otherwise	520
5. The number on the pay roll April 1, 1928.....	1,230

II. For the purpose of studying Retirement, the Commission appointed by the Governor has taken the following stands:

1. That in revising the Retirement Law, a flat amount should be given to all teachers who retire.

2. That the amount of the retirement salary should be set between \$600 and \$900.

3. That teachers who leave the service before they have taught the full time should have the money which they have paid in refunded to them.

III. Some of the reasons why the State should enact a sound Retirement Law are:

1. It protects children from teachers rendered incompetent by advanced age.

2. Capable teachers will more readily stay in the classroom if a sound retirement law is in operation.

3. It increases the efficiency of the teacher by relieving her of financial worry.

4. Private industries recognize and operate retirement plans as an essential to good business.

IV. The Retirement Committee of the State Council met April 14th at 8:00 o'clock in the morning at Hotel Oakland and approved the following principles, which when carried out would give us a sound Retirement Law. These suggested principles of a sound Retirement Law are:

1. A retirement law should be compulsory for all entrants and optional for those who are not subject to it.

2. The retirement age should be optional at about 62 and compulsory at 70, or optional with the employing board at 70.

3. Theoretically the State and the teacher should deposit in approximately equal amounts, upon an actuarially sound reserve basis.

4. The retirement salary should be determined on a flat salary basis.

5. Each teacher should receive upon voluntary early retirement all the teacher's deposits which have been placed to her credit.

6. The state should provide for the deposits for past service of present teachers by paying the necessary percentage annually.

7. Adequate scientific data should be used as a basis for the revision of the present law.

8. There should be legal authority for establishing local supplemental retirement systems.

9. Under an actuarial plan upon the death of a teacher, either during her years of service or after she has retired, her estate should receive only the unpaid portion which the teacher has deposited. In such an event the amount deposited by the State should revert to the State to provide for those teachers who live longer than the normal expectancy.

10. The law should provide for periodic investigations to insure its financial soundness.

11. A retirement allowance should be provided for disabled teachers after a reasonable period of service.

12. The rights of the teacher under a previous Retirement System should be safeguarded.

13. The Retirement Board should represent both the public and the teachers.

It was reported at the Committee meeting that the clerical work of assembling and tabulating the information concerning the enormous number of teachers' accounts in the Sacramento Office was progressing satisfactorily. When this information is available it will be of great assistance to all of us.

The Commission appointed by the Governor is expected to make a report to the Legislature within fifteen days after it convenes next January. The above report was presented to the State Council and approved by them on April 14th. Respectfully submitted,

State Council Retirement Committee.

MARK KEPPEL.

MRS. MINNIE M. GRAY.

MISS JULIA DONOVAN.

ROY GOOD.

HOMER MARTIN.

EARL G. GRIDLEY, Secretary.

* * *

Mrs. Catherine Gray Hooton held the trustees' institute of San Benito County in the Methodist Church, Hollister, Saturday evening, May 12. Seventy trustees were in attendance and told of the outstanding improvements of their respective schools. Mrs. Hooton reported some really worthwhile work being done in a number of schools. Roy W. Cloud talked of pending legislation and a general discussion brought forth much helpful matter.

A delightful chicken dinner served by the ladies of the church was an attractive feature of the meeting.

Scientific School Lighting in California

RECENT extensive surveys show that at least 25 per cent of the school children have defective eyesight. In the lower grades the percentage is less than this, but there are marked increases in the number and extent of eye defects as the children progress through their school life. Improper school lighting—both natural and artificial—contributes largely to this condition.

In many schools artificial illumination, especially, is inadequate or poorly distributed, and glaring light sources are numerous.

Under such lighting in schools—and with correspondingly poor lighting in the homes—children do not see clearly, or else they strain their eyes in order to see. In either case they study under a serious handicap which cannot help but retard their educational progress. Furthermore, eyestrain among boys and girls of today means impaired vision among the men and women of tomorrow. Widespread investigations show that at the present time over half of our adults have defective eyesight.

Aside from the enormous personal losses which result from imperfect vision, both during school life and afterwards, school lighting may be considered as one of those cost items which must be so budgeted that maximum value will be obtained from the expenditure of school funds.

Poor Lighting Means Repeaters

Purely from the standpoint of the actual dollars-and-cents cost of operating an educational system, if poor lighting and the resulting imperfect vision prevent, annually, only two per cent of children from passing, the cost to the state of repeating the year's instruction for these children is as much as its total school lighting bill for the entire year. Actually, according to the figures of the National Educational Association, 67 per cent of the children who are suffering from eye defects are thus retarded.

And where poor lighting has caused eye defects among school children, in later life their earning capacities are thereby reduced, which in the aggregate amounts to an immense economic loss to them and therefore to the nation.

Only in recent years has it been considered necessary to light school classrooms. The dark hours of a winter afternoon or indeed the whole day when the sky was overcast left the teacher to struggle through as best she could without

blackboard work, or if blackboard work was necessary, with a class of pupils straining to see the writing on the board. Indeed in some parts of Canada two schedules are maintained: a winter schedule shortened in the number of hours of required school attendance per day because of the shortness of the day, and a longer schedule as days became longer in the Spring.

The introduction of artificial light to the schoolroom has followed slowly. Lighting research fostered a study of light. Measurements of light output, light distribution and light diffusion were developed which make it possible for the illuminating engineer to plan the placing and spread of light as he might the laying of floors or painting of walls.

Wm. John Cooper and Carl F. Wolf

Anxious to provide the most adequate standards in every respect in the construction of new schools for the city of Fresno, where he was then Superintendent of Schools, William J. Cooper, California State Superintendent of Schools, called upon experts in various departments of the building industry for advice in the preparation of standards for Fresno school construction. Carl F. Wolf, illuminating and electrical engineer of Fresno was given the responsibility of planning the installation and the lighting.

Mr. Wolf reasoned backwards. The first consideration in erecting a building usually is given to the mechanical equipment. Mr. Wolf instead worked first to determine the result which it was desired to attain. The mechanics of providing equipment to consummate that result could come afterward.

Likening lights to globules of sand, Mr. Wolf took a typical room and demonstrated what happened if light were spread over it from one central point, as with a ceiling fixture. The light distribution takes the shape of a mound, thick in the center immediately below the light source, and tapering off toward the edges of the room. In the 10 ft. 9 in. circle an adequate illumination requires at the center a lamp of 1000 watts, truly a miniature sun in itself and as dangerous to the eyes of those so close to it.

Mr. Wolf plotted the distribution of light globules in this manner for placements of two, three, four, six and finally eight fixtures, deciding that for highest efficiency eight units, each

of $\frac{1}{2}$ the strength of the one unit, would best spread the light globules over the room.

The result of spotted light is glare, sharp shadows and gloom, while well-distributed light eliminates these three sources of eye trouble and headaches in the schoolroom.

MMR. WOLF placed one row of fixtures closer to the wall than the other. This is done to simulate as nearly as possible the effect of daylight, which comes in from the windows. Seating of rooms is determined generally by the direction from which daylight enters, the object being to have those at the desks receive light as nearly as possible from the left and rear.

The ceiling fixtures in this standard plan have been worked out to achieve as nearly as possible the same results. The fixtures are evenly spaced, but instead of running along a line, approximately $\frac{1}{3}$ and another at $\frac{2}{3}$ the distance across the room, the first row is closer to the windows and the second row moved over correspondingly.

Similar thought has been given to the other details of the electrical installation in the standards established. In each case the problem was approached from the demands of modern school practice and followed through to its necessary wire and switches by which to provide the means to achieve the desired result.

Too often the electrical installation is regarded as an afterthought, and that almost anything will do. Such an attitude does not reckon with the intricacy and yet the permanence of the necessary wiring installation. Once inside the walls it is expensive to change it, and changes cannot be made sometimes without marring or tearing down substantial walls or other portions of a building.

The cheapest thing to build in the long run is a school building in which the electrical installation has been engineered in such a way as to anticipate the demands which tomorrow will put upon the school.

The County Board of Education of Kings County this year gave to the eighth grades of the county as a check test, a battery consisting of Thorndike reading, Morrison-McCall spelling, Compass arithmetic reasoning, Woody-McCall arithmetic fundamentals, Gregory-Spencer geography, Von Wagenen history.

It also provides the high schools with a guidance study, showing character traits, the Otis group intelligence scores, special abilities, disabilities and inhibitions.

The tests and statistical work was done by H. A. Sessions, rural supervisor. In all subjects but reading the class is well above the normal. A heavy foreign language handicap has not been entirely overcome.

Santa Paula Taxpayers

A VENTURA County taxpayer, who is interested in the welfare of the schools and children of Ventura County, makes the following statement concerning Santa Paula:

"Santa Paula is, I believe, a community that has pushed economy in educational matters to an extreme, not only in the elementary schools, but in the high school as well.

"It was reported some years ago that a man high in high school circles in Santa Paula boasted from the stage one Commencement night that the school was turning out graduates at fifty dollars less a head than any of the other communities in the county. I did not hear this myself, and it may be apocryphal, but it nicely characterizes some of the tendencies of the city in question. The average high school salary in Santa Paula is \$2131, while in Ventura it is \$2318.

"Recent changes in the elementary schools at Santa Paula would indicate a drive in the interests of economy: the half-yearly system of promotion and departmentalization have been abandoned.

"I am inclined to think that the 'taxpayers' (officially so termed) have a sort of a stranglehold on the schools. It was formerly so at Ventura."

I AGREE with your analysis of the California Tax Payers Association report of the schools of Santa Paula. It seems to me the only thing that your review has omitted is a comment on the number of teachers supplied for the Mexican children in comparison with the "native" children. Ninety per cent of the Mexican children are retarded. If a smaller number of children were given to more experienced and skilled teachers, there would not be the retardation there is. I am not quite sure but the number of teachers might be reduced with the native born children, but I am very positive that the number of teachers for the Mexicans should be increased.

I am also ashamed to have to admit the yearly average salary for a teacher in a town the size of Santa Paula is only \$1554, while the average for the State for 1925-26 was \$1698.

I heartily agree with the Taxpayers Association that it is the duty of all administrators to make the taxes as small as possible and not to decrease the efficiency of the schools. But I firmly believe that wise expenditure is a very much better form of economy than a miserly saving.—BLANCHE T. REYNOLDS, *Ventura County Superintendent of Schools*.

The New Teacher

HARRY C. STEINMETZ

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NO research is needed to discover a failure on the part of many school administrators in their reception of the new teacher, nor is it difficult to point to a solution. Furthermore, the remedy might in a few cases necessitate fewer new teachers.

My experience has been limited, but my observations cover some score of schools, and my inquiries have brought practical agreement from more than 100 teachers, all who have been interrogated.

The reception of the new teacher is usually cordial, of course; the outline of his own work appears to be adequate save in the case of teachers who have not taught before. But in virtually no case that I know of has the teacher felt that he was given a proper introduction to the regulations, peculiar methods, or particular requirements of the institution. This causes embarrassment, at least; a disgruntled prejudice against superiors, at worst. And it is obviously unnecessary.

The new teacher wishes to know the grading system of the school, attendance forms and regulations, the classification of students which is used, how to get equipment, whom to see for this and that, faculty organizations, and the like. These things are too important to be left to chance learning. The teacher fresh from college frequently does not even know what to ask about. The information from students and colleagues is often prejudicially given.

"How does one get class books here?"

"Oh! we have a deuce of a system. More red tape than you ever heard of before. A person has to"

From then on, the new teacher, especially if fresh and green, believes that the local school's textbook issuance is "the bunk" and a burden. The teacher very probably could not figure out a

better system. She may never learn that the school actually spends less money for books per A. D. A. than any other school in the county or the state.

The illustration is not exaggerated. It applies in many ways. The teacher usually feels slighted just at the time he should be made at home. One teacher has written me, "Our principal feels too important to play the host. We shift for ourselves and learn by experience." It occurs to me that education exists to obviate much experience.

Some principals do a pretty good job. A social party early in the year gives opportunity for making acquaintances. The school handbook, if distributed early enough, gives good information. The first faculty meeting provides some insight into school detail, and perhaps the first bulletin gives more. But some schools have none of these things.

I know of one new teacher, shy but not observing, who ate in the children's cafeteria for a month because he did not know there was one for the teachers. Lest someone recognizes this incident, I hasten to add that this school did more than any other I know of toward making a teacher feel at home.

Other aids and helps are necessary. I suggest a meeting of new teachers before or following the first faculty meeting, a special bulletin to them, careful and friendly supervision by department heads at first, perhaps the appointment of a reliable colleague as first semester adviser. In a word, thoughtfulness.

Psychology teaches emphatically the importance of the initial contact, the primary experience. *Esprit de corps* is determined then. Why should it be so necessary to emphasize this point to educators?



Ralph H. Bush is dean of the Long Beach Junior College and received many visitors during the recent State High School Principals' Convention at Long Beach.

Teachers Salaries: A Guide to Literature and Problems

WILLIAM G. CARR

Division of Research, California Teachers Association

MANY requests are received by the C. T. A. headquarters office for information relating to teachers' salaries. In response to an evident widespread need, the Division of Research has prepared the following guide. Insofar as we know, this is the only classified bibliography in existence. It should prove to be of great service not only to research workers, but also as a reading guide for teacher study groups, parent-teacher associations, and other similar bodies.



HIS guide is intended for the use of teachers, administrators and others who are engaged in the study of teachers' salaries. The occasional revision of the salary schedule is a necessary, important and difficult task.

A large body of literature exists on various phases of teachers' salary problems. A preliminary bibliography, compiled by the Research Division, extends to over 500 titles.

Few practical field workers will be able to acquaint themselves with a large part of this material; nor is it necessary that they should do so. Nevertheless, the really valuable and significant contributions of writers and students ought to be made available to the many workers in the field of teachers' salaries. This article attempts to perform such a service by presenting a compact, organized and highly-selected list of readings with a very brief analysis of the problems involved. The criteria for selection are: (1) recency, (2) availability, and (3) pertinence to California problems.

The literature of teachers' salaries is classified, for the purpose of this article, into ten main divisions. This grouping is adopted purely as a matter of convenience and does not exhaust the field.

1. Importance of the salary question.
2. Factors affecting teachers' salaries.
3. Salaries and the cost of living.
4. Salaries of men and of women teachers.
5. Single salary schedules.
6. Salary campaigns and salary schedule construction.
7. Statistical surveys of teachers' salaries.
8. Relation of salaries to school finance and taxation.
9. State legislation and teachers' salaries.
10. Bibliographies.

1. The Importance of the Salary Question

Almack and Lang¹ in one chapter of their textbook offer a good introduction to the entire salary question.

. The value of the salary schedule is summarized by Lewis.² A salary schedule (well made) has the following advantages: (a) It is impersonal; (b) it deals justly with all teachers; (c) it makes a career in teaching possible; (d) it secures better preparation; (e) it improves the social status of teachers; (f) it helps to fix the yearly budget.

The importance of the amount of the teacher's salary is discussed by Alltucker.³ Salaries determine not only (a) the caliber of persons who elect teaching as a profession but also (b) the kind of teachers who are retained in the service and (c) the place of the teacher in community life. Clark⁴ also makes a vigorous plea for maintaining good salaries. He holds that decreased salaries will lead inevitably to human waste and national decay.

At the same time other aspects of the question must be considered. Chapman and Counts⁵ show that "the function of pecuniary rewards in elevating the profession of teaching has very definite limitations." The solution of this dilemma, according to Cornell,⁶ lies in the sharp discrimination between poorly-prepared and temporary teachers on the one hand and expert, professional teachers on the other. To the former, society should pay only wages. For the latter, adequate salaries are the only reasonable compensation.

Finally, an editorial in the Sierra Educational News⁷ shows that the teacher's salary represents a community investment upon which very good financial returns are secured. The wealth which has been created by the instruction given by a group of retiring San Francisco teachers was estimated at \$2,430,000.

2. Factors Affecting Teachers' Salaries

Two outstanding factors control the amount of teachers' salaries: (1) Length of service, (2) the supply of trained teachers. Other factors such as intelligence, sex, and scholarship play small parts in fixing the salaries of teachers in the United States as a whole.

In 1921 King⁸ studied the salaries of over

1,000 Pennsylvania rural school teachers. He reports a low correlation* between salaries and experience (.20); between salaries and training (.04); and between salaries and age (.41). At about the same time, Ivy⁹ studied the salaries of rural school teachers in Mississippi. He also reports low correlations between salary and intelligence (.30); between salary and experience (.38); and between salary and training (.45).

An older study (1913) by Shideler¹⁰ covered 160 Indiana schools. The results of this study have no great significance at present because of the recent rapid changes in the salary situation. Nevertheless Shideler's method is important for anyone who attempts a similar study for today.

There is an important article by Wiley¹¹ which faces the question of the control of the surplus of teachers by those who prepare teachers, certificate teachers, and employ teachers.

3. Salaries and the Cost of Living

A PIONEER study in this field is that of Burgess,¹² made in 1920 for the Russell Sage Foundation. Although great changes in the salary situation have occurred in the eight years since this study was published, it remains an outstanding contribution to the literature of the salary question. Anyone who wishes to know the salary problem thoroughly cannot afford to neglect Burgess' study.

Burgess reports that the purchasing power of teachers' salaries was less in 1920 than at any other time since the Civil War. Salaries of elementary school teachers have tended to fluctuate with the wages of unskilled laborers while salaries of high school teachers parallel the wages of artisans.

Of special interest to California teachers is the study by Bowhay¹³ in which California salary schedules for 1913, 1918 and 1919 were compared. Comparisons are made between salaries and wholesale prices. Facts in regard to teachers' dependents are tabulated. The method of Bowhay's study is now more important than his results. A similar study was made for Nebraska by Hart¹⁴ and for the United States as a whole by Norton¹⁵ in 1922.

Our official source of information on the cost of living is the United States Department of Labor¹⁶ which publishes monthly "Prices—Wholesale and Retail."

4. Salaries of Men and of Women Teachers

Some 25 years ago the women teachers of New York City began a vigorous campaign to secure equalization of the salaries of men and

of women teachers. This issue is commonly referred to in the literature of teachers' salaries as the "Equal Pay for Equal Service" movement. It is quite distinct from single salary schedule campaigns which seek to equalize salaries between teachers in different grades of the school system.

In California salary distinctions among public school teachers on the basis of sex are illegal (Act 7500).

Recent discussions of the equal pay controversy are to be found in an article by Hervey¹⁷ and in an editorial¹⁸ in the American Educational Digest. Hervey attacks on economic grounds the principle of equal pay for men and women. The editorial quotes a statement by the Men Teachers Club of Kansas City which also opposes the equal pay idea. A news item¹⁹ in School and Society tells how this situation was viewed in Chicago. The conclusion was reached that the basic salary should be that of a good living for a married man with a family and that no workable scheme of paying any teacher, married or unmarried, male or female, less than this could be devised.

In the references quoted in Section 7, considerable data is supplied on the question of whether increased salaries for men will retain more men in the profession. In addition to these references there are studies by Fowler²⁰ in Nebraska, by Meredith²¹ in Connecticut, and by the Citizens Committee on Teachers' Salaries of New York²² in seven large cities throughout the United States. These studies all show comparative salaries for men and for women teachers and the percentage of men teachers.

5. The Single Salary Schedule

MUCH material is available on the question as to whether or not teachers of different grades ought to be paid the same salary. Important material can be conveniently classified into three groups—(a) surveys of the extent to which the single salary schedule is in operation in American cities; (b) arguments for and against the single salary schedule; (c) descriptions of the working out of the plan in specific instances.

The important surveys are those by Thompson,²³ Hoscic,²⁴ Deffenbaugh²⁵, Morrison,²⁶ and MacCaughey.²⁷

Arguments in favor of the single salary schedule are offered by Ballou²⁸ and by Jackson.²⁹ Other articles which question the economic and

*No correlation would be .00; a typical low correlation would be .20; a very high correlation would be .99; perfect correlation would be 1.00.

¹ Numbered references are to the classified bibliography which accompanies this article.

educational soundness of the single salary schedule have been presented by Winslow⁴⁰ and by Staffelbach.⁴¹

The single salary schedule brings with it closely related problems: (a) In regard to the proper effect of increased scholarship on salary and (b) of the relation of difficulty of position and quality of work to salary. These two problems have been discussed by Corson⁴² and by Weet,⁴³ respectively.

There are good descriptions of the working out of the single salary schedule in practice in Denver, by Morrison;⁴⁴ in Kansas City, by Cammack;⁴⁵ in Beloit, Wisconsin, by Converse;⁴⁶ in Saginaw, Michigan, by Steele;⁴⁷ in Peru, Indiana, by Youngblood;⁴⁸ in Lawrence, Kansas, by Smith.⁴⁹

6. Salary Campaigns and Salary Schedule Construction

Material in this field is classified as follows:

- (a) Methods of carrying on campaigns for salaries, (b) fundamental principles which should guide salary schedule construction in any city, (c) reports showing application of these principles in specific instances.

(a) A useful article on salary campaigns by Alexander and Theisen,⁵⁰ states that a publicity campaign is always desirable because final approval of salary increases must come from the voters. They believe that the superintendent of schools, as the guardian of the educational rights of the children, is the logical person to direct the campaign. Practical suggestions are offered for timing the campaign. The variety of appeals which properly may be made is classified.

(b) The outstanding article in the field of fundamental principles is that of Evenden.⁵¹ Principles which he proposes may be summarized as follows: (1) Minimum wage should equal cost of living for twelve months; (2) should vary with the training of the teacher; (3) should discourage the "stepping-stone" theory of teaching; (4) maximum salaries should vary with training and professional growth; (5) special maximums should be provided for exceptionally efficient and inspiring instructors; (6) there should be no distinction in salary between divisions of the school system; (7) yearly increases of less than about 10 per cent are of little significance; (8) increases should not be given merely for marking time in the system; (9) successful experience elsewhere should be fully recognized.

(c) Among the many descriptions of salary campaigns and schedules in different cities are

those by Rogers,⁵² for Chicago; by Miller,⁵³ for Cleveland; by Wheeler,⁵⁴ for Newton, Massachusetts; by Gosling,⁵⁵ for Madison, Wisconsin; by the Citizens Committee,⁵⁶ for New York; and by the Board of Education in Denver.⁵⁷ Each of these reports is worth special study by all who are engaged in the practical construction of a salary schedule.

Many of the references mentioned above in section 5 apply also to schedule construction.

7. Statistical Surveys of Teachers' Salaries

The best source of information on teachers' salaries in the United States is the Research Division of the National Education Association, Washington, D. C. No other organization approaches it in ability to supply complete facts about the salaries of public school employees. Any salary committee ought to have in its files a complete set of the publications of this Division.⁵⁸ The Research Division of the National Education Association has much more information than can be economically published. Hence workers who need to know salary conditions in great detail are asked to pay the cost of reproducing the tables which the Division has in its files.

For historical studies in the growth of teachers' salaries one should consult the United States Bureau of Education publications, especially the annual reports of the Commissioner of Education before the year 1916.

The Department of Research of the Pasadena City Schools has recently published an important pamphlet⁵⁹ showing the salaries of school employees in the larger cities of California. A chart by Keeley⁶⁰ gives high school salaries in 27 smaller California cities for 1926.

The latest information on rural school salaries in the United States as a whole is contained in a government bulletin by Cook.⁶¹ Unfortunately these Federal statistics extend only to 1924.

8. Relation of Salaries to School Finance and Taxation

THREE are three theories of the proper relation of teachers' salaries to general economic conditions. According to the first theory, teachers should be paid in accordance with the value of their services to the state. Another viewpoint emphasizes the economic law of supply and demand and would permit free competition and bargaining for teaching positions. Still a third theory would attempt to fix teachers' salaries in accordance with the economic burdens which they must carry, such as the cost of living and the number of dependents.

In order to secure a picture of the salary question in its relation to the entire field of school finance, it would be well to examine a good textbook on the subject, such as that by Pittenger.⁶⁸ The most exhaustive study of school finance in California is that of Sears and Cubberley.⁶⁹

Moehlman⁷⁰ has attempted to construct an index of teachers' salaries based on the salaries of skilled and unskilled laborers. Chancellor⁷¹ insists that teaching is a non-economic service; that the product of the teacher is not merchandise and is not for sale. Hence, teaching is not a business in the economic sense, nor are teachers, as such, engaged in a business occupation.

Morrison⁷² and Bruce⁷³ have suggested that the income tax is the only feasible way by which sufficient revenue can be raised to pay adequate salaries to teachers.

9. State Legislation and Teachers' Salaries

There is an early study by Sies⁷⁴ which reviews minimum salary legislation both in the United States and elsewhere. Cubberley⁷⁵ presents a concise historical and comparative summary of salary legislation in the several States. The same writer in his *Osceola Code*,⁷⁶ outlines an ideal state system of teachers' salary control.

Evenden⁷⁷ presents essential features which are desirable in a state salary law. Summarized, these principles are: (1) Salaries should increase with preparation and with success; (2) they should attract desirable beginners into the profession; (3) they should vary with the cost of living and hold out the hope of economic independence to every teacher; (4) they should offer a career and insure constant improvement; (5) elaborate distinctions between the salaries of regular, special and supervising teachers ought not to be made.

There is a large body of literature dealing with the operation of state salary laws. Only a few references can be mentioned here. An article by Cotton⁷⁸ describes the old Indiana minimum salary law. Another by Cook⁷⁹ deals with the Maryland legislation. Kelley⁸⁰ describes the salary legislation of Pennsylvania and Maryland. Surveys of Kentucky⁸¹ and of North Carolina⁸² by the General Education Board describe conditions in those states and suggest further legislative enactments.

In California the salary level is doubtless affected by State Constitutional Amendment 16. The California Teachers Association now has a committee actively at work investigating the Amendment⁸³ on rural school teachers' salaries.

10. Bibliographies

All previously published bibliographies on teachers' salaries are arranged alphabetically by author. This arrangement is convenient for bibliographic research but it gives no assistance whatever to the worker who is in search of references on a given topic. There is an extended bibliography by Nelson⁸⁴ which includes the important literature up to 1890. The bibliography by Carter Alexander⁸⁵ deals with teachers' salaries as an aspect of school finance. For reference material previous to 1890 the bibliography by Boykin and King⁷⁰ is useful since it contains references as far back as 1830.

Among numerous selected bibliographies are the ones contained in the research publications of the National Education Association. These have been more fully described in Section 7, above. Another excellent selection is contained in Library Leaflet No. 8 of the United States Bureau of Education.⁷¹

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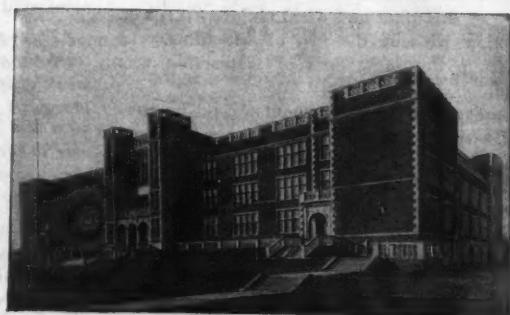
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Minnesota, like California, has many beautiful and adequate school plants. Here is the Central High School, Minneapolis



Eastman Films: A New School Aid

Dr. Thomas E. Finegan is widely known to California school people, as he has addressed many C. T. A. audiences. He now announces the successful consummation of the preparatory years in connection with a remarkable new program in visual education, sponsored by the Eastman Kodak Company. Two California cities have taken prominent position in the experimental work.—Editor's note.



ASTMAN Teaching Films, Inc., is a new subsidiary of the Eastman Kodak Company, to develop a program of motion pictures to be used for instruction in schools. The capital stock is \$1,000,000.

Dr. Thomas E. Finegan, for many years connected with the New York State Education Department and former head of the schools of Pennsylvania, is president and general manager of the new company.

Tried in 12 Cities

The incorporation, according to Dr. Finegan, follows two years of extensive experimentation in the fields of visual education including ten weeks' use of teaching films by schools in twelve cities. The decision to go ahead with a large program is the result of tests recently given to 6,000 children who had been taught with films and an equal number who had been taught the same subjects without films.

The cities in which the experiment was made were: San Diego, California; Oakland, California; Chicago, Denver, Detroit, Kansas City, Lincoln, Newton, Mass., New York City, Rochester, Atlanta and Winston-Salem.

12,000 Pupils Tested

"The experiment was based on a course of study covering a period of ten weeks," states Dr. Finegan. "Approximately 176 teachers and 12,000 pupils have been engaged in it. Six thousand of these children received instruction with the use of the films and 6,000 children received instruction without the use of the films. In each group the same area of instruction was covered."

"In order that the experiment should be conducted without prejudice and under established standards, our company employed Dr. Ben D. Wood, of Columbia University, and Dr. Frank N. Freeman, of the University of Chicago, to formulate and supervise the tests to be given. These men are two of the outstanding experts of the country in the field of tests and measurements. When the final report is received it will be published and made available to the teachers of the country."

"**W**HICH type of instruction, that with the film or that without the film, is the more effective in arousing and sustaining a child's interest?

In improving the quantity and quality of his reading?

In stimulating his self-activities and originality?

In developing his ability to write or to discuss subjects?

In aiding him to correlate features of a lesson with personal experiences or community conditions?

In increasing the richness, accuracy and meaningfulness of experience and imagery?

And in aiding the teacher to concentrate upon the basic or fundamental features of a lesson?

"Much information bearing directly upon these points has been obtained."

Teachers Favor Films

"The overwhelmingly favorable reports of the film teachers assume an extraordinary significance when we consider the handicaps under which the films were used in this experiment," the report continued. "The film teachers not only had to accept and prepare themselves to teach a ten-weeks' course of study, in the choice and organization of which they had no part, but they had to develop a new teaching technique and classroom procedure, and learn to operate the machine effectively, while maintaining a somewhat rigorous time schedule."

"*This preliminary survey indicated that the teachers are much pleased with films as instruments of instruction, that they consider these particular films to be excellent, and that it is their judgment that films should be made permanently available to the schools. This is our opinion, based on the testimony of the teachers and on our observation of the classroom work.*

"We are convinced that these films as a whole, together with the guides" (each film is accompanied by a teacher's guide to the subject), "are the best-organized and the best-adapted for classroom use of any with which we are familiar. Their production, and further

production of other films, makes a decidedly valuable contribution to educational procedure.

MANY suggestions have come to us concerning new ways in which motion pictures may be constructed. The use of these instruments of instruction is in its infancy. Further experimentation will make it possible still further to adapt motion pictures to the distinctive demands of the classroom."

Dr. Finegan also said, "We shall proceed at once to develop a film program adequate to the needs of the teaching institutions of the country. Forty films are already completed and others are on the way. We shall plan one hundred additional films for the schools immediately and shall begin a development in other lines.

"We shall have the co-operation of a large number of the distinguished scholars and specialists on the faculties of leading universities and technical institutions, and of well known teachers connected with public school systems in the development of this film program.

"We are gratified to announce that William H. Maddock, for many years the sales manager of the G. and C. Merriam Company, of Springfield, Mass., publishers of Webster's Dictionaries, has already taken up his work as sales manager of the Eastman Teaching Films Incorporated."

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San Francisco High School Salaries

An important San Francisco committee is devotedly working to impress the public with the importance of adequate salaries for teachers. The committee has recently organized a mimeographed report of 20 pages on salary conditions in San Francisco and in other representative cities.

The immediate objectives of the salary committee are: (1) adjustment of part time high school and junior high school salaries to the senior high school salary schedule for all teachers in these schools who hold senior high school credentials; and (2) the advancement of the maximum high school salary to \$3600.

Prominent features of the report are:

- (1) That the percentage of men teachers in San Francisco high schools is decreasing.
- (2) That the task of the junior high school teacher is as difficult, as important, and as worthy as that of the senior high school teacher.
- (3) That San Francisco is abundantly able to pay better salaries to its high school teachers, and
- (4) Better salaries insure better teaching.

A compilation of seven significant salary schedules concludes the report. This compilation is of such general value to the teachers of the state that, by permission of the committee, it has been reproduced below.

Six Significant Salary Schedules Adopted in 1927

New York City

	Min.	Max.
Elementary Teachers.....	\$1608	\$3504
Junior High Teachers.....	2040	4200
Senior High Teachers.....	2148	4656

Paterson, N. J.

Elementary Teachers.....	1200	2800
Junior High Teachers (none).....	.....	.....
Senior High Teachers.....	2000	4200

Cincinnati, Ohio

Group I 2 years of normal	1400	2000
Group II 3 years of normal	1500	2500
Group III 4 years of college	1600	3250
Group IV 5 years of college	3400	3500
Demonstration Teachers.....	.....	3800

Oakwood, Ohio

Group I 2 years of normal	1100	2200
Group II 3 years of normal	1250	2600
Group III College degrees	1400	3000
Group IV Graduate study and unusual proficiency.....	3000	4000

Tulsa, Okla.

Group I A. B. degree, study, travel	1600	3200
Group II M. A. degree, study, travel	1900	3650
Group III Ph.D. degree, study, travel	2500	4400

Montclair, N. J.

Elementary, 3 years of college .....	.....	3200
Junior High M. A. degree .....	.....	4000
Senior High, M. A. degree .....	.....	4800

San Francisco (For Comparison)		
Elementary Teachers.....	1400	2400
Junior High Teachers.....	1600	2600
Senior High Teachers.....	1800	2800

The Salary Committee of the San Francisco High School Teachers' Association consists of the following: Chairman, F. E. Barr, Polytechnic High School; A. L. McCarty, Lowell High School; R. P. Marble, High School of Commerce; F. M. Durst, Galileo High School; W. E. Want, Mission High School; Shirley Ward, Girls' High School; H. P. Dole, Crocker Junior High School; W. W. Raisner, Hamilton Junior High School; Miss L. Carpenter, Francisco Junior High School; Miss E. P. Gray, Horace Mann Junior High School; Miss K. Horgan, John Swett Junior High School; Mrs. H. S. McQuirk, Noe Valley Junior High School; Paul Silvey, Portola Junior High School; and Roy D. McCarthy, Part Time School.

California Junior Colleges

Progress Reports from a Few Representative Schools

Brawley

AFTER giving freshman work only for three years, Brawley Junior College this year added the sophomore year and expects to have six graduates in June. A small increase in the faculty was made necessary by this expansion of the curriculum.

A class in Mineralogy with field trips to different points of the desert on Saturdays is proving popular, and several teachers and students not taking the course usually accompany the class for the trips. Dean P. E. Palmer is the instructor.

A desert or cactus garden as a school project is to be started soon by the sophomore class, with the idea that each year the sophomores will add something to it.

C. N. VANCE, *Principal, Brawley.*

Citrus

ONE of the problems connected with the small Junior College is that of college spirit and unity. Citrus Junior College feels that they have, in part, solved this problem by the College Banquet Plan. Every student pays, each semester, a five dollar Student Body fee which, together with other privileges, entitles him to three free banquets a semester or six during the college year.

This year the banquets and programs have followed the theme of various countries of the world. The banquets begin at six o'clock, a short entertaining program follows, and a little time is given to boost any special college activity that is on the calendar. Approximately 85 per cent of the students attend, and we feel that the plan has been very successful in developing college loyalty.

F. S. HAYDEN, *Principal, Azusa.*

Kern County

DURING the past two years, as well as during the current year, the Kern County Union Junior College has been making appreciable contribution to community life in dramatic activities.

The Junior College classes in Public Speaking 10A-10B have given or are preparing to give a number of productions as specific services to the community. "Alice in Wonderland" has been presented as a special matinee for the children of Bakersfield, and "Treasure Island" is now being rehearsed for production for the same purpose early in April. The students, under the direction of the instructor, prepare every phase of these productions themselves.

In February "Little Old New York" was presented as the junior college contribution to this year's activities of the Community Drama Association. Owen Dairs' "Icebound" was offered invitational to high school seniors and junior college patrons.

In a community like this, visited rarely by good road shows, the Junior College dramatic contributions fill a community need.

A. A. SPINDT, *Principal, Bakersfield.*

Marysville

JUNIOR College Department of the Marysville Union High School was first opened for instruction in September, 1927. Contrary to expectations, the attendance was double that anticipated. For the past year only freshman work was offered. The territory served by the institution includes all of Sutter and Yuba Counties, and parts of Colusa, Butte and Placer Counties.

The Junior College organization has been so well received by this community that a Junior College District will be organized for the coming year, to be known as the Yuba Junior College District. This will include all of Yuba County and will be the first County Junior College District organized in the State of California. The preliminary steps have been completed, the State Board of Education has approved the plan, and the only remaining step will be the calling of the special election. Sentiment seems to be overwhelmingly in favor of the project.

With the opening of the fall term the Junior College will occupy quarters in a splendid new plant on a campus of sixty-five acres. In the future we hope to organize on the basis of the 6-4-4 plan, to expand terminal courses, and institute intensive and comprehensive work along guidance lines.

CURTIS E. WARREN, *Principal, Marysville.*

Modesto

DURING the current year the Modesto Junior College has completed the second one hundred thousand dollar unit in the "pay as we grow" program which has been followed since the college was first started as a junior college course in the Modesto High School in 1921.

Beginning with a total enrollment of sixty-one regular students during the first year, there has been a rapid and regular growth every ensuing year until at the present time there is a total enrollment of approximately five hundred regular students and several hundred special, part time and individual course students.

In addition to the two buildings, which with their equipment represent a capital investment of \$230,000, the college grounds consist of forty acres, with an excellent quarter-mile track with a two hundred and twenty-yard straightaway, a baseball diamond, and a fine grassed football field with bleachers accommodating two thousand spectators. All the equipment and improvement of the athletic fields have been bought and paid for by the student association, the school district furnishing the grounds, and a member of the Board of Education supplying the wire mesh fencing which encloses the ten or more acres included in the athletic field area.

Courses of instruction are conducted by a faculty of twenty-six full time and three part time teachers. Though the college preparatory courses have

the heaviest registration, there are full time teachers in agriculture and home economics, two in music, one in dramatic arts, one in business courses, one in art, and a half time instructor in drafting.

The instructor in business principles has been selected to have charge of the educational phase of a conducted tour of Japan and the Orient by twenty young men to be selected from the high schools and junior colleges of northern California. Regular college credit is to be given for the courses conducted on this tour.

Plans are now being laid to construct a physical education building during the coming year. As with the other buildings, the unit plan of construction is being followed so that the building program may continue without the necessity for issuing building bonds.

It is anticipated that during the coming year there will be an extensive survey carried out by the faculty under the chairmanship of some outstanding survey director. The results of this comprehensive study will be used in determining both buildings programs and curricula development extending over a period of years.

C. S. MORRIS, *Principal, Modesto.*

Reedley

REEDLEY Junior College was established in 1926 to provide an opportunity for higher education for the young people of the community who for financial or other reasons could not attend institutions away from home.

In this the second year of its history it enrolls many students who preferred the local school to others that they might have attended. The percentage of students with unlimited university recommendation has increased materially.

Four adjoining high school districts are represented in the enrollment. This lends encouragement to the plan to organize a regional junior college.

For the coming school year intensive courses in commerce and aeronautics are under consideration.

DR. E. W. HAUCK, *Principal, Reedley.*

Salinas

SALINAS Union High School Junior College has been in operation since the fall of 1926. It has an enrollment of 35 students. Plans have been drawn for a Junior College building, which will be occupied next fall and which will house the Junior College and the senior year of the high school. It is planned to build another unit for the Junior College for occupancy in the fall of 1929 so that by that time the Junior College building may house the upper two years of the high school in addition to the Junior College. This will then leave the present building available for the first two years of the high school and the seventh and eighth grades of the grammar school, making possible the 6-4-4 plan for the Salinas Union High School District.

E. L. VAN DELLEN, *Principal, Salinas.*

San Benito County

SAN BENITO COUNTY Junior College is now housed in its own separate unit. The student body is much larger than ever before, representing twelve different high schools. A new physics laboratory is being installed, which will adequately meet college requirements in this field. Advanced arrangements for attendance for next year indicates a widespread interest and suggests a greatly increased enrollment for next term.

Our new catalogue is now in the hands of the printer. Our music department has developed into a young conservatory, and the art department is enriching its offerings for the future. All in all our institution is flourishing and our watchword is full steam ahead.

PHILIP POWER, *Dean, Hollister.*

San Bernardino Valley

THE fourth unit of the building program, the library, is rapidly nearing completion. The college group will then comprise the administration building, the science building, the gymnasium, and the library.

The gymnasium is very completely equipped, while the science building will, undoubtedly, be as well



Some California Junior College Principals: D. K. Hammond, Santa Ana; E. W. Hauck, Reedley; F. S. Hayden, Azusa; C. N. Vance, Brawley; E. L. Van Dellen, Salinas, Curtis E. Warren, Marysville.

equipped as any similar junior college building in the state when work is resumed in September.

A sufficiently large budget has been allotted the library both this year and the coming year to insure a very good working library in the very near future. Landscaping of the grounds is under way, and September will find the San Bernardino Valley Union Junior College well in the van of the junior colleges of California.

G. JANTZEN, *Principal, San Bernardino.*

San Mateo

DOUBTLESS the greatest development in the history of the San Mateo District Junior College took place at the beginning of this year. Housed and cramped as it was in one of the oldest residences of early San Mateo, the bonds were at last broken and it was allowed to expand into a group of three buildings which was the original high school plant.

An interesting development in curriculum has taken place this year also. A complete course in music has been added, which not only is "terminal" in nature, but also supplies the foundation for "a major in music" as well.

ROBERT J. HOPKINS, *Junior College, San Mateo.*

Santa Ana

SANTA ANA Junior College reports progress in working out terminal courses for the student who is not going on to senior college.

Background courses in English Composition, History of Science (including both physical and social science), Psychology, Ethics and Vocations are required of all in addition to the technical courses which the particular trade or vocation demands.

Commercial Drafting, Surveying, Printing, Secretarial and Clerical Work are the courses thus far worked out.

The junior college is destined to be more than an isthmus to senior college; it is to be in reality the people's college, training every young man and woman to be efficient workers and cultured citizens.

D. K. HAMMOND, *President, Santa Ana*

Santa Maria

SANTA MARIA Union Junior College has extended its influence beyond its own confines and has drawn pupils from all five high schools within a radius of sixty miles. Despite our attempts to offer terminal courses in a number of departments, the commercial courses are the only ones that have attracted large numbers.

Beginnings have been made toward a co-operative scheme of training which permits the student to spend part time in industry while taking related work in college.

Our instructors have commented on the fact that the Junior College is now attracting many of our better students and that these are often of the college type.

A. A. BOWHAY, JR., *Principal, Santa Maria.*

Santa Rosa

THE progress which the Junior College has made during the last few years has been due largely to the untiring efforts of Superintendent Cross to place the institution on a better financial basis, and eventually, with the help of the other school men of these parts, to establish a county college.

Last spring Mr. Cross succeeded in bringing about a reorganization on the new plan, thus

bringing to our rapidly growing college of two hundred and sixty students additional aid from State and County.

With the reorganization of our Junior College district the college has been made a unit separate and distinct from the high school; so it has officially no connection, except as it is housed in the High School plant, as its programs are made and its records are kept in the principal's office, and as its faculty is composed of high school teachers.

G. W. SPRING, *Principal, Santa Rosa.*



Nicholas Ricciardi is Honored

ACALIFORNIAN is receiving national recognition through the award of the honorary doctor's degree by The Stout Institute of Wisconsin, an institution as historical and famous in vocational education as is Harvard or Yale in general education. Nicholas Ricciardi, Chief of the Division of City Secondary Schools of the State of California, and State Director of Vocational Education, is the recipient of this honor.

Ricciardi has been in the state service about seven years. Prior to that time he was District Vocational Officer of the Federal Board for Vocational Education with headquarters in San Francisco. He had charge of the twelfth rehabilitation district, including California, Arizona, Nevada and the Hawaiian Islands. He was offered a promotion to New York as District Vocational Officer of that district. He declined this offer, however, to remain in California.

Ricciardi is a graduate of the University of California, having received the bachelor's and the master's degree from that institution. He is the author of numerous magazine articles and of "The Boy and His Future," a book very favorably reviewed by leading educators, by Luther Burbank, and others.

C. T. A. TRAVELOG

ROY W. CLOUD

ON April 20 I was up before the sun at 4:50 and a little later was on the way to Sacramento to attend a meeting of the Northern Section Council, C. T. A. The morning was pleasantly spent at the Sacramento High School with Principal George C. Jensen and his teachers, in a wonderfully fine big brown brick building that would reflect credit on any city in the land.

Mr. Jensen is doing a most excellent work in his administration of the capital city's secondary schools. His plans have been outlined and graphed so that each department co-ordinates with every other branch and each pupil is definitely assigned to the work that is most helpful and most beneficial to him.

The regular academic courses are featured as they should be and the vocational classes are provided with everything that is up to date and necessary. There are few auto, printing, plumbing, sheet metal or carpenter businesses that are as well equipped as are the Sacramento High School shops.

Sutter Junior High School

The first hour of the afternoon was spent at the Sutter Junior High, where B. W. Painter, the principal, explained the workings of his institution. The pupils are grouped and have all of the courses of a progressive junior high school. Because of the large enrollment, however, the students are hampered in the way of rooms, but the fine spirit of the teachers makes up for the lack of space.

At 2:00 o'clock, in the Board of Education room, Ralph W. Everett, president of the Northern Section, C. T. A., called his Executive Committee to order. All of the counties and the two cities of the section were represented and routine business was considered. Mrs. Elizabeth Hughes presented the matter of assistance to a former teacher of Butte County who was in dire need in one of the Southern California cities. Assistance was voted and Mrs. Hughes was entrusted with the duty of giving all needed help. Mrs. Minnie Gray, secretary, reported on the financial and statistical affairs of the Northern Section. The report showed that care had been taken to keep up the fine condition which exists.

Northern Section Council

At the adjournment of the Executive Committee the regular Section Council meeting was called to order. Mr. Everett, Superintendent Charles W. Camper, Miss Julia Donovan, Mrs. Minnie Gray and Superintendent Charles C. Hughes gave reports concerning the meetings of the State Council and of the Joint Legislative Committee which had been held the week previously. Vaughan MacCaughay, editor of the Sierra Educational News, and I were called upon to give reports concerning the activities of the Association.

George Berry, principal of the Biggs Union High School; J. D. Sweeney, City Superintendent of Schools of Red Bluff; and Mr. Everett, president, were elected to represent the Northern Section at

the N. E. A. Representative Assembly, which will be held in Minneapolis July 1 to 6. The matter of the coming Institutes was discussed and Mr. Everett was instructed concerning speakers for the same. The meeting adjourned at 5:00 o'clock, when in company with Superintendent C. C. Hughes, Mr. MacCaughay and I visited a number of the schools of Sacramento City and were impressed with the excellent condition in which they are kept.

At 6:30 on the Delta Queen we began our journey back toward headquarters. The trip down the Sacramento River in the early evening is one of great beauty. At 7:00 o'clock the next morning we found ourselves back at the office ready for whatever might befall.

To Southern California

On April 25 I started on the Yale for a week of visits in the southern part of California. Mr. Hall, the purser of the Yale, was most courteous and the trip down the coast of California was exceedingly interesting. As we passed through the Golden Gate and started south, I saw country which for many years had been familiar territory, but I had never seen it from the same position.

For nineteen years I had traveled over the coast routes of San Mateo County. Now for two hours we traveled close enough to the shore line of that county to see all of the winding roads and little villages which were so indelibly fixed upon my memory.

As the evening advanced the lighthouses along the coast sent out their twinkling beams and here and there little villages could be noted because of the sparkling electric lights.

ON board the Yale on this particular trip were the Grand Officers of the Native Sons of the Golden West, who were en route to Los Angeles to assist in the dedication of the new nine million dollar City Hall. A number of members of the Board of Supervisors of the city of San Francisco, who assisted in the festivities at Los Angeles, were aboard and Mrs. Evelyn Clement, secretary of the Credential Commission of the State Board of Education, was a fellow passenger.

The evening was pleasantly spent, by all who desired, in dancing. The ocean was so calm that the journey was completed over two hours ahead of schedule, so we found ourselves at Wilmington at about 9:30 A. M. The special boat train was at the wharf and we were soon in the big metropolis of the South. Here everything was bustle and excitement because of the dedicatory services and the crowd which graced Los Angeles that day was one of the largest in the history of the southland.

At 4:00 o'clock I was again en route for San Diego on board the Yale and at 8:00 o'clock pulled into the harbor. I think there is no more beautiful scene than that of the entrance to a harbor after dark. In this particular case the lights of Coronado, of North Island, of Old Town and of San Diego sent out their dancing beams upon the waters to meet the steamer and the landing came all too soon.

Friday morning with Dr. Hardy I visited San

A. R. Clifton, President of the California Association for Education in Thrift and Conservation, has prepared an admirable account of the work of the Association, which will appear in our next issue.

Diego State Teachers College. Here an exceptionally fine piece of work is being done in training boys and girls to go out and meet the conditions which they will face on taking charge of district schools. They are also prepared for their duties in the city systems, but special preparation is given for the rural school problems of Southern California.

Dr. Hardy has worked out a most excellent course of study for his students. Three-quarters of the course are for the fundamentals and one-quarter is for professional work.

In the evening meeting which followed the conference of school supervisors, he expressed himself as being desirous of shaking off the incubus of credits or hours. His desire is to get the students in a frame of mind where they will feel that they are building a house or a structure which will fit them for the problems of life rather than to think that they are working out a sheet of credits which may be useful to them later in securing a credential which will permit them to do school work.

In his four-year course the first two years are taken up with the teacher training curricula. He has to observe the State pattern which requires a certain number of electives and a certain number of required studies.

San Diego Union High School

The last half of Friday morning was spent at the San Diego Union High School, where Honorable William John Cooper, State Superintendent of Public Instruction, made a most interesting address to the students. Mr. Cooper's theme was "The Development of Leadership," and in a friendly fashion he discussed with the boys and girls the qualities which they should develop if they desire to be leaders in their respective communities.

At 1:30 o'clock the San Diego round table of school executives and supervisors met in the library of the State Teachers College. George Bush, Superintendent of Schools of South Pasadena, was president of the round table and in a very pleasing address told of the hopes and desires of the Southern California school administrators. He then called upon each person present to introduce himself or herself and tell in a few words something about the work most interesting to that individual.

Mrs. Evelyn A. Clement, chief of the Division of Certification at Sacramento, was the first speaker. Mrs. Clement outlined the program of the department concerning certification and gave the regulations which it had been expected would go into effect on September 15, 1928. She explained, however, that because of the request of the California Teachers Association all action upon these matters had been deferred until April, 1929, when a committee of the Association which will be appointed by President Keppel of the California Teachers Association will present its findings and upon the report of this committee and the desires of the State Board of Education, new regulations concerning certification will be presented.

President Keppel responded to Mrs. Clement's presentation of the subject and in a most vigorous manner expressed his ideas concerning the whole problem. No formal action, however, was necessary, as nothing will be done concerning certification until next year.

Dr. Susan M. Dorsey of the Los Angeles City Schools talked upon the certification of junior high school teachers. In an interesting manner she outlined her ideas concerning junior high schools and junior high school work. She felt that the time of preparation for teaching should not differ in senior or junior high school, but that subject matter alone should be the only difference in the matter of preparation. Dr. Dorsey paid her respects to the subject of psychology and felt that the ninety-seven courses offered by the various teacher training institutions of the state should be brought down to twenty and perhaps even fewer, as they all deal with practically the same problems of the subject. She felt that there is more superstition concerning the study of psychology than there is concerning the study or practice of any religion that had ever been presented to the mind of school people.

Dr. Harland Updegraff, formerly of the University of Pennsylvania, who is spending a year in California, gave his impressions concerning certification. Dr. Updegraff, while Chief of the Division of Education, United States Government, prepared a bulletin which covered certification in the United States, so he spoke as one having authority.

Mr. John A. Sexton, Superintendent of Schools of Pasadena, who was for ten years on the Colorado Credential Board and three years on the Arizona Credential Committee, gave as his opinion that credentials should be issued by the teacher training institutions without the formality of state board action.

Superintendent William John Cooper addressed the conference on the needs of education and expressed his belief that an all-around, happy life from an enriched curriculum should be the aim of all education. The training in our schools should be such as will give the teacher an idea of the right kind of stimuli for bringing out the best in the child.

In discussing the matter of credentialing Mr. Cooper felt that should credentials be granted by the different training institutions that sufficient supervision would be necessary which would remove any institution from the credentialing list when it was found that the graduates did not function or do their duty as they should.

A Banquet at the El Cortez

In the evening a banquet in the new El Cortez Hotel was enjoyed. This fine hostelry is the pride of San Diego. The hotel is beautiful in all of its appointments and the service given to the guests is as fine as can be secured anywhere. San Diego is certainly fortunate in having such a place as the El Cortez where visitors may be entertained. Superintendent Willard E. Givens of the San Diego Schools acted as toastmaster. Those called upon for talks were Mr. Cooper, George C. Bush, Dr. Updegraff, Roy W. Cloud, Miss Ada York and Dr. Hardy, who told of their particular lines of activity.

On Saturday at the San Diego Teachers College the round table was continued. Mr. H. S. Upjohn, assistant superintendent of the Los Angeles County schools, was elected president and W. L. Nida of the State College, secretary for the coming year. John Aseotine, principal of the San Diego High School, in discussing the junior high school, voiced

the opinion of many of the group that there is an abnormal gulf between the junior and senior high schools. There should be a closer integration between the two, he felt, so that the students will not feel lost in transferring from one institution to the other. He felt that much of the difficulty is caused by the attitude of the instructors in the two institutions, as there is a break in the point of view between the teachers which should be bridged over.

Superintendent Sexton talked on The Big Idea of Education. He felt that those attending junior high schools are facing the same situation which they would meet in more advanced stages of education. He described the junior high school as a broadening and finding institution which should help students in their vocational channels and should guide them to a later education. "Children must learn to vote, to elect officers to exercise leadership, to obey laws which they make themselves," Mr. Sexton declared, "and the junior high school should aid during the plastic years of their life in teaching them to live in a democratic world where conditions are always changing."

State Teachers College Program

Others on the program during the morning were Superintendent W. L. Stephens of Long Beach; Malcolm Brown, Junior High School Principal, San Diego; Arthur Gould, assistant superintendent of Los Angeles; H. G. Nelson, principal of the Junior High School, Santa Ana, and Andrew G. Hill of the State Department of Education, Sacramento. Those who attended the round table felt that they had received instruction and inspiration which would be of great value to them during the year.

Just prior to the adjournment of the round table Mr. Thurston, secretary of the Southern Section, C. T. A.; Mr. John G. Imel, deputy superintendent of the San Diego County Schools; Miss Margaret Van Voorhees, director of Physical Education of San Diego County, and I, in a big county car, started on a sixty-five mile trip to Live Oak Park near Fallbrook, where the County Teachers Association was holding its annual picnic. Live Oak Park is a beautiful big space covered with trees and bordering on the San Luis Rey River. The County has purchased and beautified the park for its citizens. Miss Isabelle H. Hilditch, president of the San Diego Teachers Association, had charge of the picnic and a most enjoyable afternoon was spent. There was plenty to eat for everyone and the athletic events were much appreciated. Mr. Thurston and I were called to talk upon California Teachers Association and at the conclusion of the talks all of the teachers present expressed their desire to assist Association work in every way possible. The way home led past the old San Luis Rey mission, which went to decay years ago, but which has been restored and is now in use.

On Monday practically all of the schools of southern San Diego County were visited and an excellent condition prevailed in each one. At the El Cajon Grammar School we saw the wild flowers which had won the wild flower contest at Balboa Park the preceding week. Mr. Berry, the principal, was particularly proud of his children, not only because they had won the flower contest, but because of the fact that his pupils had won the championship for San Diego County in track events.

At 4:00 o'clock on Monday afternoon we met and addressed the San Diego Teachers Association, presided over by Miss Beth Johnson, who is a member of the State Council of Education. At this meeting matters of legislation and policy were discussed. At the adjournment at 6:00 o'clock the city teachers expressed themselves as being in hearty accord with the work of California Teachers Association.

A start was immediately made for Escondido, where the night was spent, and at 8:30 o'clock the next morning a visit was made to the Escondido High School and also to the Grammar School, which are excellent institutions.

At Fallbrook we had an interesting visit with Mr. James Potter of the High School and his corps of teachers. Fallbrook High School is a most interesting place. Mr. Potter has been principal for the past seven years. On taking over the work in that section he found a big front yard devoid of any adornment. It was a rolling section of hill land upon which little if any attempt at cultivation had ever been made.

With the assistance of his students the hill was terraced and planted to avocado and other tropical fruit trees. This year Mr. Potter and his students picked 122 dozen fine big avocados from the trees and one dozen went to each of his students. There were also avocados for people in the town. These might have been sold at a goodly price, but as the work of caring for them had all been done by the boys and girls, it was felt that they should be the ones to enjoy them. With the students he built two houses on the grounds, one for the boys' shower and the other a shower for the girls. The pupils have also done all of the cement work around the schools and grounds.

Incidentally we might remark here that Mr. Potter built the first adobe house in Fallbrook two years ago. It is a most charming little home of six rooms and every bit of the labor was performed by this industrious high school principal after hours and in vacation time.

In addition he has found time to be president of the Chamber of Commerce, head of the Kiwanis Club, and has planted ten acres to avocados, which when they are in full bearing will allow him to buy the high school if he should so desire.

Elsinore Schools

The next stop was at Elsinore. The high school in Elsinore overlooks one of the most beautiful inland lakes of California. Lake Elsinore stretches from the town, which is situated on its north bank, for about three miles southward and from the highway on the east side to the foot of the mountains on the west, a distance of some mile or mile and a half. It is a body of water which gives moderation and refreshment to the whole section.

A hurried stop was also made at the Grammar School, with Mr. Winder, the principal, and several of the teachers. Other schools along the way were visited and at 4:00 o'clock we arrived at Riverside, where we called upon Superintendent A. N. Wheelock and Assistant Superintendent Ira Landis. Mr. Wheelock had just sent the Board of Education his resignation as Superintendent of the Riverside City Schools in order that he might leave the first of June for Vermont, where he will celebrate with several other members of his class the fiftieth anni-

versary of his graduation from the University of Vermont.

Mr. Wheelock has seen thirty-one years of service in the Riverside City Schools, first as a teacher, then in 1901 he was elected district superintendent, and in 1907 city superintendent of schools. Since that time he has seen the schools grow into their present size and has the satisfaction of knowing that he is leaving a school system which is second to none in the State of California.

Antelope Valley Schools

At 9:00 o'clock that evening I left Mr. Thurston at Pasadena and shortly afterwards was at the hotel in Los Angeles. After attending to duties the next morning Mr. Thurston and I again started in his machine for the Antelope Valley to spend two days in that section. On Monday, April 30th, May 1st, 2nd and 3rd, Miss Helen Heffernan, Commissioner of Rural School Division of the State of California, and Superintendent Mark Keppel accompanied Mr. W. J. Cagney, Supervisor of Schools of Los Angeles County, on a visit to all of the schools of Antelope Valley and for two days we were privileged to accompany this group.

The Antelope Valley was known for many years as the Mojave Desert. It has now been transformed into a beautiful valley country with pleasant homes and prosperous farms in many sections. There still are, however, thousands upon thousands of acres of desert land which in the course of a very few years will give place to alfalfa fields or almond orchards.

The visits with Mr. Cagney were particularly interesting, as he is doing a splendid work with the rural children of Los Angeles County. One of the most interesting visits was to the Lancaster Union High School. This high school is situated in the largest school district in the United States.

There are over 400 children enrolled and the distance traveled by some is amazing. There are three children who leave their home every morning and travel 51 miles to school. After the day's session they travel 51 miles back to their home, making a round trip of 102 miles, which they make five days in the week for forty weeks of the year in order that they may secure an education. There are four other children who come from Mint Canyon—38 miles distant—every day, making a round trip of 76 miles for them.

The Lancaster High School is equipped with an excellent dormitory, where there are thirty boys and thirty girls housed. These children live clear across the desert country, where the roads to be traveled are poor, so it is necessary to furnish living accommodations for them. The charge is almost nominal, so they are enabled to secure their education and still enjoy the comforts of home life.

Mr. Rowell, principal of the school, is exceedingly active in securing all of the good things possible for his boys and girls in order that the efforts they are making shall be rewarded. At each of the schools visited Mr. Cagney introduced Mr. Keppel and Miss Heffernan, who gave wonderfully inspiring talks to the children.

The fourth day was finished with a banquet at Palmdale, where seventy-five teachers, guests and members of the P. T. A. were present. Talks were made by each of the guests and by a number of

the teachers and officials of the Parent-Teacher Association, and at the completion of the banquet the four days' visits were closed.

An Important School Legal Decision *Liability of School Board in Case of Injury to Pupil*

In the case of Ellen Schenk and Hubert Schenk vs. Board of Education of San Francisco, No. 182048, 179914, for injury to Ellen Schenk, a pupil in the Mission High School, the above entitled cases were brought against the Board of Education and the members thereof constituting the Board of Education, for damages due as a result of the falling of a basketball rack at Mission High School. A motion for non-suit was granted upon four grounds, to-wit:

1. Upon the ground that the members of the Board of Education are officers of the San Francisco School District, and therefore not liable in damages under the provisions of Act No. 5618, Deering's General Laws of California.

2. That the Board of Education as an entity was not liable under the provisions of Act 5619, Deering's Laws of the State of California.

3. That there is no right of action against members of Boards of Education unless it first appears in the complaint of the person filing suit that the statutes permitting an action have been complied with. There are certain limitations set forth in both Act No. 5618 and Act No. 5619, the major one of which is that the officers or board have had notice of the defective or dangerous condition of a basketball rack or other instrumentality, or that the defective or dangerous condition of the instrumentality was directly attributable to work done by a member of the board or under his direction in a negligent, careless or unworkmanlike manner.

4. That no negligence was proved by the plaintiffs, in that it was shown by the plaintiffs themselves that the matter of the manufacture of the basketball rack disclosed a latent defect which was not ascertainable until after the accident, and therefore the defendants were not liable under the decision in Baddeley vs. Shea, 114 Cal. 1.

* * *

Department of Classroom Teachers National Education Association

OFICERS of the Classroom Department, N. E. A., are working hard to make the Minneapolis meeting a success. Meetings of the Classroom Department will be held on Tuesday afternoon, July 3rd, and Thursday afternoon, July 5th.

A new procedure will be inaugurated at the Tuesday meeting. The regular general session will be held, to be followed by special conferences for elementary, high school and rural teachers.

Through these conferences we hope to reach every classroom teacher in attendance, as particular problems of interest to the various groups will be discussed. The annual banquet will be held Thursday evening.

Classroom teachers who attend the N. E. A. this summer are invited and urged particularly to participate in the conferences held on Tuesday afternoon.—Miriam D. Eisner, Western Director, Classroom Dept., N. E. A.

Association of California Public School Superintendents

Excerpts from the President's Letter to the Members

DEAR FRIEND: You will be pleased to know that our Association is functioning and that the prospects are good for its advancement along educational lines, with every reason to believe that it will assume a very important place among similar organizations.

Upon invitation of the Educational Commission of the California Taxpayers' Association, your executive committee has named three superintendents to represent our Association at a meeting to be held in April for the purpose of discussing the county unit plan which is now being studied by various organizations, including the C. T. A.

Superintendents D. E. Martin, Alameda County; C. W. Edwards, Fresno County, and Mark Keppe, Los Angeles County, will represent our Association in the county unit discussion.

Public Schools Week

At the request of the general committee in charge of the ninth annual observance of Public Schools Week, and in keeping with the endorsement of this very praiseworthy movement by our membership at the Lake Tahoe convention, your executive committee has appointed a group of five superintendents.

This group, which represented our Association in furthering the work of Public Schools Week, consists of Superintendents A. R. Clifton, Monrovia, chairman; Arthur H. Mabley, San Luis Obispo; Walter R. Hepner, Fresno; Joseph M. Gwinn, San Francisco; C. E. Teach, Bakersfield. These superintendents are members of the general state committee, as well, and should be in an excellent position to lead the work in our public schools.

Public Schools Week offers a splendid opportunity for acquainting the public with what we are attempting to do along educational lines, and I am sincerely hopeful that each and every member of our Association will take what action is necessary to fully carry out the observance of Public Schools Week.

Legislation

The legislative committee of our Association held a meeting with the C. T. A. committee on school legislation and recommends support of legislation upon the following subjects.—(See Sierra Educational News, February, 1928, page 7.)

Members of our Association who are interested in proposing new measures, or in amending old acts, should communicate with the legislative committee as soon as possible. Let us use the Association committee to present needed legislation.

The members of the legislative committee are: Mark Keppe, chairman, Los Angeles; Joseph M. Gwinn, San Francisco; William H. Hanlon, Contra Costa; Walter R. Hepner, Fresno; Charles H. Camper, Chico; Fred M. Hunter, Oakland; Roy Good, Fort Bragg; C. D. Jones, Hermosa Beach; M. A. Gower, Anaheim.

The report of Miss Ada York, the secretary, shows that as of January 17th our Association numbered 97 members. This is an excellent beginning for an organization which has for its purpose "to be of the greatest possible service to our state and to the communities which we represent, to advance the interests of public education, to afford additional

opportunities for our own educational development, and to further legislation that will promote the best interests of the public schools."

It is quite probable that other superintendents, school and departmental executives, as well as those district superintendents who are eligible to membership, have forwarded checks covering the annual dues, which are one-tenth of one per cent of the annual salary, to Treasurer F. F. Martin, Santa Monica.

Your sincere co-operation in making your Association of California Public School Superintendents what you want it to be is earnestly solicited.—Cordially yours, L. E. Chenoweth, President, Bakersfield.

* * *

Junior Red Cross in San Mateo County

SAN MATEO COUNTY has entered the field of Junior Red Cross Exchange. Pansy J. Abbott, our County Superintendent, is handling this great work through her office, with Eleanor Freeman, County Rural Supervisor, in charge of the activity.

Exchange consists of exchanging portfolios, which show the school work of the children, with forty-seven foreign countries. It is a great undertaking but, if we can convey to our foreign neighbors our point-of-view and receive theirs in return, a great deal can be done for the future in preventing disagreements, and in promoting World Peace.

Our first portfolio is to be sent to Japan and Miss Freeman hopes to send a dozen to various countries this school term. The interest displayed by the children of all the schools speaks very well for the success of the venture. All departments and grades are to be represented in this work and we hope to have the co-operation of everyone and hope that this good work may be the beginning of great things.—O. H. Olson, Halfmoon Bay.

* * *

Members of the faculty of South Pasadena High School organized just after Easter vacation under the name "The South Pasadena Senior High School Teachers Association." Since professional research is the object of the organization, a professional committee of ten was immediately elected. Membership on the committee is in rotation so that every faculty member will act for five quarters. Officers elected are H. Guy Wood, president; James Carpenter, vice-president; Mrs. Lucile Linn, secretary; George Davis, treasurer.

Claremont Colleges represent "the big American adventure in collegiate federalism" under which Pomona College becomes the first unit and Scripps College the second, according to F. G. Rogers, of Claremont Colleges. Scripps College is the only women's college in the southwest.

Harold W. Clark at Angwin, Napa County, California, edits "The Live Oak," which is the Pacific Coast Nature Monthly. He is also promoting the Howell Mountain Nature Club. California teachers who are interested in nature study are invited to correspond with Mr. Clark.

Martha Anna Clark, chairman of education for the Los Angeles District Federation of Women's Clubs, recently held a conference on "world peace through education."



FROM THE FIELD

Individual Alike ness

MRS. MARIAN GREGG
Santa Rosa, California

PROFESSORS tell us every day

About the latest law,
And if you don't consider it
Your teaching has a flaw.
For every one is different
The educators say,
And Tony don't behave like Joe,
Nor Rachel think like May.
Each individual has a set
Of different likes and notions,
Chews different brands of gum, and thrills
To diversified emotions.

Let's not believe this over-much,
Of Tony or of Mike,
For there are many, many things
In which they are alike.
If you are cross and nervous,
When the North wind tries to blow,
Perhaps the same is true of Mike,
Of Rachel, or of Joe.
If in your haste you break a law
Don't be too hard on Guy,
His mind may be on other things,
Just like your alibi.
If someone thinks you're pretty fine,
And tells you of it too,
Just pass that glorious feeling on,
For everyone's like you.

* * *

Constructive Suggestions for the Sierra Educational News

1. The things I like best in our magazine are: (a) Studies like that made by George C. Jensen regarding taxes and income; (b) reports of the State and Section Council meetings; (c) legislative programs and accomplishments; (d) articles by teachers in the field.

2. The part I care for least is: (a) The emphasis given to legislation often termed "selfish," viz., tenure, retirement and sabbatical leave, etc.; I suggest that these subjects should be replaced by accounts of other constructive legislation relating less to teachers; (b) some of the poetry; also other unnecessary publicity.

3. I recommend that more consideration be given to identifying outstanding pieces of work by (a) classroom teachers; (b) supervisory officers and directors of instruction. Re: supervision; also the improvement of instruction and educational methods.—L. P. Farris, Principal Hamilton Junior High School, Oakland.

Adequate Salaries for Teachers

RESEARCH Division of the N. E. A. (1201 Sixteenth street, Washington, D. C.) maintains a continuing salary service to aid all groups of teachers who are struggling with the problem of salary adjustment. J. W. Crabtree, National Secretary, invites any who need help to use the services of the National Research Division. The service includes:

I—Research Bulletins

A. **Salaries in City School Systems, 1926-27.** March, 1927 issue. Presents summarization of salary data for city school systems in cities above 2500 in population. Price 25 cents.

B. **The Scheduling of Teachers' Salaries.** May, 1927 issue. Presents theoretical and factual material valuable in formulating or revising salary schedules. Price 25 cents.

(These bulletins have been mailed to those holding the \$5 Association membership and to members of the Department of Superintendence).

II—Special Salary Tabulations

Sets of tabulations, each consisting of a series of tables giving for individual cities detailed distributions of salaries paid, maximums, minimums, etc.

The Research Division keeps a file of the salary schedules of practically all cities and other material needed in assisting those formulating or revising salary schedules.

* * *

Constructive Suggestions for the Sierra Educational News

ILKE best in our magazine: 1. Personals and bits of gossip about people and schools all over the state. 2. Official reports of meetings, conventions, legislation pertaining to schools. 3. Pictures of people prominent in school affairs.

I recommend that we have a special number (either September or October, 1928) on certification (in California) of teachers. Another number emphasizing trends in Junior College development (in California and the nation in general); something on supervision in the secondary field; more on libraries; more material and the earlier appearance of matter for special weeks. Don't stop using the historical cover designs; they are great!

I have read the magazine for 15 years.—Alice K. Tupman, Compton Union High School and Junior College, Compton, California.

* * *

Central Section, California Kindergarten Primary Association, held its spring meeting on Saturday, March 10, in Fresno. The principal speaker at this meeting was Dr. Earl S. Coleman of the Fresno city schools. His topic was "Environment of the Kindergarten Primary Room." Following this was a short business meeting. Sanger reported the formation of a new club of kindergarten primary teachers.



This is a picture of the Sylvan Grammar School on the Lincoln Highway, four miles south of Roseville in Sacramento County. It is a modernly equipped building of brick veneer, with four-class rooms, a well lighted library, an auditorium, and two spacious halls. The building is electrically heated. Shrubs have been recently planted and a gravel walk is installed in front for parking cars.—J. J. Finnegan, Principal, Sacramento.

North Coast Enrollments

DEAR MR. CLOUD—Up to this time I have not sent you a list of the schools in our section that have a 100 per cent membership. The following is the list for the year 1928 (these schools have two or more teachers):

Elementary

Arcata	Washington School, Eureka
Blue Lake	Hayfork Union,
Fieldbrook	Trinity County
Freshwater	Fort Bragg
Garberville	Hopland Union
Grant Union	Mendocino
Holmes	Moss Maple
Franklin Union, Eureka	Redwood Valley Union
Lafayette School, Eureka	Round Valley Union
Lincoln School, Eureka	Willits

High Schools

Arcata	Mendocino
Ferndale	Greenwood Branch
Fortuna	Point Arena
South Fork	Round Valley
Fort Bragg	Willits
Hopland	

With best wishes I am, yours sincerely, (Miss) Shirley A. Perry, Secretary, North Coast Section, C. T. A., Ukiah.

* * *

Under its extension department bulletins the University of Arizona publishes a bulletin entitled "Stage Lighting for College, High School and Community Theatres." It contains illustrations of the more common types of apparatus that pertain to small theaters and suggestions for manufacturing apparatus and designing lighting for various kinds of plays. The author of the bulletin is Hunton Dade Sellman, of the engineering department of the Sacramento Junior College. Mr. Sellman has had much experience in coaching plays and has been responsible for some beautiful and effective lighting designs in connection with plays put on by the Sacramento Junior College during the last two years.—Janette Minard, Instructor in the Sacramento Junior College.

Women as School Administrators

WOMEN are taking a prominent place in the field of school administration, according to the Educational Directory just issued by the United States Bureau of Education. In this directory may be found the names of women college presidents, presidents of junior colleges, heads of departments of education in colleges and universities, presidents or deans of schools of law and medicine, presidents of institutions for the training of teachers, presidents of international associations of education, state superintendents of public instruction, and city and county superintendents of schools.

In 1916, 24 of the colleges and universities of the United States were presided over by women; today there are more than twice that number—to be exact, 57. Twelve years ago there were 30 women presiding at heads of departments of education in colleges and universities; today there are 101 filling these positions. Twelve years ago, 26 women were employed as city superintendents of schools; at the present time there are upward of 40 administering such offices.

The greatest demand for women in administration school work is doubtless as county, union or district superintendents of schools. In 1916 there were 508 women filling such positions; at the present time there are 900 holding such offices. Every state in the Union but six utilizes one or more women as county, union or district superintendents of schools. In some of the states women would seem to have almost a monopoly of the positions.

* * *

Dr. John C. Almack of Stanford University attended the Boston Convention. He remained in Boston two weeks then visited in New York and Washington. On his way back to the Coast he visited his old home in Arkansas.



Thinks Teachers' Salaries Are High Enough Now

Editor of The Bee—Sir: A recent contributor to this column objects to the bounty given agriculture by A. P. Giannini, and states that he would applaud if same were given for teachers' salaries. Doubtless he would, but I think the teachers of this state have had ample opportunity for applause in this regard in the past ten years.

Many of the agriculturalist taxpayers, after being "knocked-down" by the extravagant school regime of the state, feel that they should be allowed to arise and get steady on their feet before another assault.

Seven and eight dollars for school ma'ams for four and a half hours' work can hardly be a cause for a call for more. At that, there is not a "free market" for their services, as there is a surplus of teachers and the school authorities are trying to freeze many out by four-year normal school requirements.

If a teacher is entitled to a teacher's certificate, she should be chosen by lot at a reasonable salary for the schools, and state and local boards have no preference for individuals who exact high wages to the detriment of general taxpayer.

In the early days in this country, the children came to school at night and provided their own candles and turnips to stick them in. The preacher was the educator then and the Methodist Conference of 1784 put the preacher's salary at \$64 per annum, but the collection was their own responsibility.

One Ohio preacher for a year's work received \$9 and a pair of trousers. Yours respectfully, Dwight E. Jackson, Rt. B, Box 149, Tulare, Calif.; April 3, 1928.—Fresno Bee, April 5, 1928.

* * *

Comparative Pay

In San Francisco, school teachers whose average pay is practically \$200 per month, believe they are underpaid and have asked for more remuneration. This plea, however, was denied until a complete survey can be made.

In Vallejo, teachers doing the same class of work receive but \$135 per month, about the same pay that is given a good stenographer or good book-keeper. Teachers here have classes as large as those in San Francisco or Oakland. They are required to teach the same subjects with the same degree of efficiency. There is comparatively little difference in living costs. Yet, the general belief is that teachers here are paid sufficient salaries. They have not had a raise in salary in more than five years and are considerably underpaid.

If San Francisco teachers feel they are getting little enough, what must our educators think and feel?—Editorial, Vallejo Times Herald, April 1, 1928.

A Noble Gift

The annual meeting of the International Kindergarten Union was held in the City of Los Angeles, Calif. The financing of this meeting was through the Kindergarten Primary Teachers of Southern California and by others of the profession. This was one of the best meetings ever held by the International Kindergarten Union. The local committee after meeting all expenses found that they had

a surplus. This was placed in the hands of a custodian committee of six.

After legal advice this committee called a meeting of a representative body of teachers from the contributing cities to take action as to what disposition to make of the surplus funds. This body of teachers, representing Kindergarten Primary Teachers of Southern California, met in Los Angeles March 10, 1928, and after considering various suggestions as to disposition of the remaining funds it was voted that the funds should go to the Teachers' Welfare Committee of the California Teachers Association, Southern Section, to be used as they deemed advisable, the gift being in honor of Kate Douglas Wiggin.

On March 24, 1928, Miss Madaline Ververka, supervisor of the kindergarten and primary department of Los Angeles city schools, also chairman of the custodian committee, presented a cashier's check for \$5,000 to the California Teachers, Southern Section. The Kindergarten Primary Teachers and those associated with them in the 1925 convention can be proud of their work, also in the fact that they are able to assist in the promotion of this worthy cause.

* * *



The Missouri Teachers Association recently moved into its beautiful new home—a charming building, with dignity and friendliness, owned by the State Teachers Association, and devoted exclusively to its work.

Lake County Schoolmasters

The men teachers of Lake County attended a mass meeting at Upper Lake and organized a Schoolmasters Club. It was agreed that such an organization was of vital importance to the teachers. A resolution was passed that a committee be appointed to draw up a constitution and by-laws for the Lake County Schoolmasters Club.

The first regular meeting was held at Lower Lake. Mr. F. M. Williams of Lower Lake was elected president, and Mr. W. T. Joseph of Kelseyville, secretary-treasurer. This meeting was attended by 30 men, who enjoyed talks by Mr. Barkman of Upper Lake, and Mr. Joseph of Kelseyville, on high school and grammar school transportation; and a talk by Mr. Bacon of Lakeport on gymnasium and construction.

The purposes of this club are to foster a better relationship between the teachers and to discuss school problems. The men members of school boards are invited to join in our meetings.—Manuel T. Joseph.

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- A** STEP by step gradation with only one thing at a time.
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STOWELL—SAMUELSON—LEHMAN

EACH of the three authors has had wide experience in teaching children whose hearing is impaired. Careful surveys show that 80 out of every 1000 children in elementary schools are partially deafened. It has been demonstrated that 80% of these may be cured. This book furnishes the ordinary class-room teacher complete information as to the handling of all such cases.

Miss Stowell, the senior author, will give a course at the University of California Summer Session on "Methods of Teaching Reading to Hard-of-Hearing Children" _____ Postpaid, \$1.25

THE PARENT-TEACHER ASSOCIATION

JULIAN E. BUTTERWORTH, Ph.D., Cornell University

A STUDY of 797 local Parent-Teacher Associations in nine states, including California, was made. The results of this extensive study have been incorporated in this new volume. Such matters as organization evaluation of activities and their proper extension and teacher participation are discussed. It is a book that should be in the hands of members generally.
Postpaid _____ \$1.25

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SAN FRANCISCO

Teachers' Retirement Salary Fund Being Studied

AT a recent meeting of the Public School Teachers Retirement Salary Commission, appointed by Governor Young to investigate the present conditions and future probabilities of the public school teachers retirement salary fund and to report its findings to the 1929 session of the California Legislature, certain policies for future study were tentatively adopted, it was announced today by Alexander R. Heron, chairman of the commission.

It was decided to work, in the actuarial investigation, toward the establishment of a flat rate retirement system for all teachers, both as to contributions and salary, rather than toward a retirement system based upon a percentage of the earned salary of the teacher.

It was further decided to work toward the study of a teachers' retirement salary of not less than \$600, nor more than \$900, per annum, and to assume, as a basis for study, that, when a teacher withdraws from the teaching profession, by death or otherwise, her contributions are to be refunded to her or to her estate.

The policies are defined as tentative and it is the intention of the commission to invite the assistance of teachers' organizations and others interested before considering the policies as final.

Barrett N. Coates, F. A. I. A., of San Francisco, is conducting the actuarial investigation, with A. H. Mowbray, professor of insurance of the University of California, acting as consultant.

In accordance with law, the commission is composed of five members, two being members of the public school teachers' retirement salary fund board, which is the state board of education; the chairman of the State Board of Control, and two other citizens. The members are C. L. McLane, president of the State Board of Education; Mrs. Minnie B. Bradford, member of the State Board of Education; Alexander R. Heron, state director of finance; Mark Keppel, president of the California Teachers Association, and Miss Anna Fraser, vice-principal of the Oakland high school.

* * *

Guidance at Vallejo

G. C. BARTON, principal of the Vallejo High School, has recently issued an important mimeographed pamphlet entitled "General Vocational Guide to Courses Offered by the Vallejo High School." It relates to all of the work given in the school and is not limited to courses usually termed vocational.

Vallejo, under the leadership of Mr. Elmer L. Cave, superintendent of schools, and Mr. Barton is developing a remarkably successful plan of vocational guidance and placement.

Through the co-operation of local business men and officials of the Mare Island Navy Yard, the facilities of the Vallejo High Schools for vocational training have been greatly enlarged.

The boy who wishes to become a machinist can be as well provided for as the one preparing to take the law course in the University of California.

The girl who wishes to qualify for secretarial and office work may take the secretarial course and will be given actual practice, under business conditions, as part of her high school training.

Manteca Union High School

FOR five years the Manteca Union High School faculty has discussed pro and con the question whether or not all members of the faculty should belong to the C. T. A. My position has always been that one of the professional duties of the teachers is that they belong to the C. T. A. and other professional organizations.

This year, when the matter was discussed, there was a disposition on the part of some members of the faculty to insist that every teacher join. This was found unnecessary, however, because each individually decided that they would join the C. T. A.; hence, we have one hundred per cent. We are particularly proud of this fact, and I believe it will be good news to all ardent C. T. A. workers.

In addition to this, several members belong to the N. E. A. and to their departmental organization. Our 100 per cent faculty roll is as follows:

Mr. G. I. Linn, Principal; Miss B. M. Boswell, Miss L. M. Couch, Mr. C. Brown, Miss A. Denn, Miss M. Douglas, Miss H. Hyde, Mrs. J. V. Jessie, Mr. V. H. Meacham, Mr. B. F. Mellow, Miss M. Saxon, Mr. R. Saunders, Mr. M. Tracie, Miss M. Walker and Miss E. Whetstone.—Yours very truly, George I. Linn.

* * *

Calexico Teaches World Friendship

TEN units of the School World Friendship League have been formed in the Calexico schools, and a citizens' unit with Mr. Frank Bohr, American consul in Mexicali, as president, has been organized to co-operate with the schools in the teaching of world friendship. Mr. Martinez, principal of the Normal School in Mexicali, has expressed his desire to form a unit among the Mexican students.

Mexican students from the Normal School of Mexicali presented a musical program at Dool School in Calexico in honor of George Washington on his birthday. As a return courtesy, flowers were sent to the Normal School of Mexicali by Calexico Union High School on the birthday of Benito Juarez, national hero of Mexico. Representatives of the units of the School World Friendship League in Calexico Union High School visited Mexicali Normal School early in March and were courteously entertained. A return visit from the Mexican students is expected soon.

Activities in the school room have included the making of posters about peace, current event talks about peace, and orations written by the students with world peace as a subject. Other nations have been studied carefully to determine the contribution of each to civilization. Programs of foreign music have been arranged. Correspondence has been started with La Escuela de Comercio of Cadiz, Spain. In the lower grades the study of peace has been related especially to history and geography. It has been found that the study of peace makes every department with which it is correlated more vital in its appeal.

It is the wish of Mrs. Helen S. Evans of Brawley, Calif., founder and national president, that other units of the School World Friendship League be added until the teaching of world friendship becomes general in the schools.—Mrs. Laura Shepard, National Corresponding Secretary of the School World Friendship League.



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Good Will With Mexico

RECENT exchanges of international courtesies include a magnificent musical and artistic entertainment representing songs and dances of Spain and Mexico, by the Normal School of Mexicali, at Calexico. The following educators of Mexicali were presented to the audience: Senors Matios Gómez, superintendent of education; M. Quiros Martinez, director of the normal; Luisiglo Figueroa, director of the program; M. E. Munoz, inspector of education; Mauricio Martinez, director of Pueblo Nuevo School; E. Carrillo, director of Juarez School, and Mexican Consul Carlos V. Ariza.

In March the Mexicans participated in the athletic meet of the Schoolmasters Club of Imperial Valley at the C. U. H. S. grounds, tying the American teachers in basketball score, 6 to 6; also basketball throw, 6 baskets in 10 throws at 15 feet; and won and lost a few sets at tennis. At night a dozen of their male teachers entertained us at a banquet with singing of the Mexican national hymn, speeches, violin, piano, and vocal selections.

One of these units has visited the Normal School of Mexicali and entertained them with speeches and music.—Y. F. Rothwell, Department of Spanish, Calexico Union High School.

* * *

Salary Increases Asked in Pasadena

DECLEARING that the quality of Pasadena school teachers now employed here cannot be maintained unless higher salaries are granted, the Pasadena Teachers Association has presented a written request for increases which Superintendent John A. Sexson has placed before the board of education. If the increases asked are granted, they may result in swelling the school salary budget by more than \$60,000.

An increase of \$200 in maximum salaries of all grades of teachers would take effect July 1, 1928, in case the new rates are approved. Due to the fact that the increase would be based on the 1926 rate, it would amount to an average increase of about \$100 annually, since raises amounting to \$100 were granted last year.

In explaining the recent report that Pasadena school teachers receive the highest median salaries in the state, the teachers' committee stated that the personnel of the Pasadena schools is more stationary than in other cities, indicating that more of the teachers are veterans and receiving maximum rates.

"Politicians who criticize increased school costs ignore the fact that the national income increased 300 per cent between 1914 and 1920, while the school cost increased only 87 per cent," recites the communication on which the board may take action.

"After years of experience and study and nine years of service, kindergarten teachers may not receive more than \$1725 annually. Elementary school teachers may not receive more than \$2300."

The Teachers Association salary committee whose members signed the request included: Edna Willard, Maude Glenn, Opal Bishop, Ruth Newby, Sophie Seymour, Ada Kennedy, Kathleen Loly, George Hetzel, A. C. Evans, J. Andrew Ewing and Mabel B. Pierson, chairman.

Junior Colleges In California 1927-28

No.	Dept. of Junior College	J.C.	Dip.	Voc.	Spec.
1.	Azusa (Citrus Union)	83	23	1	4
2.	Bakersfield (Kern County)	72	81	6	54
3.	Brawley Union	13	13	1	1
4.	Compton Union	65	73	1	12
5.	El Centro (Central Union)	21	40	...	2
6.	Fresno	...	236	...	...
7.	Hollister (San Benito Co.)	98	5	26	45
8.	Marysville Union	31	39	...	...
9.	Palo Alto Union	12	53	1	1
10.	Pomona	52	53	...	2
11.	Porterville Union	43	47	...	4
12.	Reedley Joint Union	16	64	1	20
13.	Salinas Union	6	23	...	1
14.	San Jose	412	173	...	...
15.	Santa Barbara	65	160	5	16
16.	Santa Maria Union	22	29	1	15
17.	Susanville (Lassen Union)	16	23	...	...
18.	Taft Union	33	22	...	...
19.	Ventura	...	25	...	...
20.	Visalia	64	10	1	3
No.	District Junior College	J.C.	Dip.	Voc.	Spec.
21.	Fullerton	179	146	5	...
22.	Glendale	55	69	...	2
23.	Kentfield (Marin Union)	76	97	...	2
24.	Long Beach	301	174	...	64
25.	Modesto	195	229	...	96
26.	Ontario (Chaffey Union)	172	98	65	...
27.	Pasadena	351	242	...	306
28.	Riverside	143	153	...	8
29.	Sacramento	279	453	478	494
30.	San Bernardino Union	67	231	...	8
31.	San Mateo	109	356	27	...
32.	Santa Ana	203	101	30	27
33.	Santa Rosa	90	170	...	9

TOTAL ENROLLMENTS

Department Junior Colleges—

Junior Certificate	1,124
Diploma	1,192
Vocational	44
Special	180

District Junior Colleges—

Junior Certificate	2,220
Diploma	2,519
Vocational	605
Special	1,016

* * *

The San Francisco Federation of Teachers, No. 61, has the following program for the present school year: Course of Study—Junior and Senior High; Salaries—Readjustment and Upward Revision; Pensions—Survey of State and City Systems; Tenure—Local Provisions for those teachers occupying administrative positions; Sabbatical Leave; Complete Independence of Board of Education; An Administrative Building for the Department of Education, and Teacher Load. * * *

Compton Union Junior College was established in September, 1927 as a department of Compton Union High School. On March 30, 1928, by vote of the people, a separate junior college district was established. The average daily attendance of C. U. J. C. is 161. O. Scott Thompson is principal and district superintendent of Compton Union High School and Junior College.

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EDUCATIONAL LITERATURE

SCHOOL HOUSING SURVEY OF THE SANTA MONICA CITY SCHOOLS—*Hull, Osman R., and Ford, Willard S.* 1927, 66 pages. (*University of Southern California Studies, Second Series, Number 4.*) \$50.

APARENTLY it won't be long now until every city in California will have received the benefit of a careful study of its schools in the form of a survey. The list of published school surveys already includes Eureka, Oakland, San Francisco, Alameda, Antioch, Berkeley, Napa, Marysville, Monrovia, Fresno, Kern County, Sonoma County, San Mateo County, San Rafael, Santa Ana, Santa Paula, Trinity County, Tulare County, and many others. A building survey of Santa Monica is the latest addition to this list of achievements.

In the Santa Monica survey the rate of growth of the community was first studied and population estimates were made eight years in advance. The distribution of population forms the basis for recommendation as to location of needed new buildings. The recommendations include a high school gymnasium to cost (with site) \$290,000, a high school cafeteria to cost \$40,000, a new junior high school to cost (with site) \$640,000, and extensive alterations and additions to the high school buildings now in use. New elementary schools are recommended to cost (without sites) \$560,000. The entire building program reaches nearly two million dollars. The survey shows clearly how this expenditure will be necessitated by the fact that at the present rate of growth Santa Monica's population will double in the next few years. Twenty-year serial bond issues are recommended to be voted this spring. The recommendations close by showing that Santa Monica is able to finance an adequate program of school building and that the bonding proposed is well within the legal limits. If the program of the surveyors is economically and wisely carried out Santa Monica will have a group of school buildings which will compare favorably with those of any city in the state.—W. C. Carr. * * *

SHORT STORIES OF TODAY—By Bertha Evans Ward, chairman of the Department of English, Hughes High School, Cincinnati, Ohio. 480 p. Houghton Mifflin Company. 1928. \$1.16.

INTERCOLLEGIATE DEBATES—Volume VIII. A year book of college debating. Oxford, Kansas State Agricultural College, Willamette, Redlands University of California, Kansas Wesleyan, Eureka, Ripon, Pi Kappa Delta National Championship Debate, California Institute of Technology, University of British Columbia. Edited by Egbert Ray Nichols, professor of English language and literature, University of Redlands, California. 507 p. Noble and Noble. 1927. \$2.50.

ENGLISH FUNDAMENTALS—By Rannie B. Baker, instructor in English, and Mabel Goddard, head of the English department, Arsenal Technical Schools, Indianapolis. Decorations by Robert and Chelsea Stewart. 405 p. J. B. Lippincott Company. 1928.

The National Committee on Research in Secondary Education

THE following publications have been issued by the National Committee on Research in Secondary Education:

Jones, Arthur J., committee chairman; Cox, P. W. L.; Masters, Jos. G.; Norton, John K.; Pringle, Ralph W. An outline of methods of research with suggestions for high school principals and teachers. Printed and distributed by the United States Bureau of Education as Bulletin, 1926, No. 24. 31 pages.

Norton, John K. Bibliography of current research undertakings in secondary education. Issued by the United States Bureau of Education, 1926. 47 mimeographed pages.

Norton, John K. Bibliography of current research undertakings in secondary education. Issued by the United States Bureau of Education, 1927. 44 mimeographed pages.

Windes, Eustace E. Bibliography of studies in secondary education, 1925 to 1927. Printed and distributed by the United States Bureau of Education as Bulletin, 1927, No. 27. 30 pages.

Windes, Eustace E. and Greenleaf, W. J. Bibliography of secondary education research, 1920 to 1925. Distributed as Bureau of Education Bulletin, 1926, No. 2. 95 pages.—Carl A. Jessen, Secretary, U. S. Bureau of Education, Washington.

* * *

The Lands of the Sun

MARY AUSTIN is so widely known to California school people that the mention of her name as the writer of this book is sufficient. The Houghton Mifflin Company, with Pacific Coast offices at 612 Howard Street (Mr. T. V. Allen, Manager), has recently published this delightful volume with illustrative decorations and a frontispiece in color.

Mrs. Austin well describes "that sense of spiritual dilation which the surpassing beauty of California produces on all who are exposed to it." It is a volume of 225 pages and a companion to "The Land of Little Rain."

* * *

The National Vocational Guidance Association has compiled an exhibit of records, charts, publications, etc., issued by the bureaus in cities where this work is being carried on. This exhibit attracted considerable attention at the N. E. A. meeting in Boston. It is in the form of a traveling exhibit and can be sent to any community which wishes it, provided that its expenses in transit are paid.—Emma Pritchard Cooley, Director Vocational Guidance, Orleans Parish School Board, Municipal Office Building, New Orleans.

* * *

LE VOYAGE DE MONSIEUR PERRICHON—Comedie Par Labiche et Martin—Edited with notes, exercises, and vocabulary by Ralph W. Haller, chairman of the French Department, Morris High School, New York City. 195 p. Globe Book Company. 1927.

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CURRICULUM MAKING IN AN ELEMENTARY SCHOOL—By the staff of the elementary division of the Lincoln School of Teachers College, Columbia University. James S. Tippett, special investigator; Rebecca J. Coffin, principal; Emily Ann Barnes, Mary Elizabeth Barry, Ethel Blane, Edna Bridge, Thomas J. Francis, Martha Groggell, Avah Hughes, Katherine Keeler, Martha Kelly, Florence Matthews, Martha Peck Porter, Holland R. Sperry, Wright. 365 p., ll. Ginn and Company. 1927. \$1.80.

THE PUBLIC SCHOOL CODE OF THE HAMTRAMEK (MICHIGAN) PUBLIC SCHOOLS—Research Series No. 2. Prepared for the Board of Education, Hamtramek School District. 260 p., ll. 1927.

NEW YORK EXPERIMENTS WITH NEW-TYPE MODERN LANGUAGE TESTS—Including a survey of modern language achievement in the junior high schools of New York City, June, 1926; the regents' experiment of June, 1925, with new-type tests in French, German, Spanish and physics, with a foreword by the commissioner of education of New York State, and a second survey of modern language achievements in the junior high schools of New York City, June, 1925. By Ben D. Wood, director of the Bureau of Collegiate Educational Research, Columbia College. 365 p., ll. The Macmillan Company. 1927.

OUR EVOLVING HIGH SCHOOL CURRICULUM—By Calvin Olin Davis, professor of secondary education, the School of Education, University of Michigan, author of Junior High School Education, High School Courses of Study, Public Courses of Study, Public Secondary Education, and Our Public Schools. 311 p. World Book Company. 1927. \$2.00.

INTERPRETATION OF EDUCATIONAL MEASUREMENTS—By Truman Lee Kelley, professor of education and psychology, Stanford University. 385 p., ll. Measurement and Adjustment Series, edited by Lewis M. Terman. World Book Company. 1927. \$2.20.

PSYCHOLOGICAL FOUNDATIONS OF TEACHING—By Helen L. Tonks, department of education, Hunter College, City of New York. 225 p. Globe Book Company. 1927. \$1.67.

ERRORS IN SCHOOL—Their Causes and Treatment. By Sir John Adams, sometime university professor of education in the University of London. 325 p. Houghton Mifflin Company. \$2.50.

A WORK BOOK FOR PRINCIPALS AND SUPERVISORS IN ELEMENTARY SCHOOLS—By Robert Hill Lane, assistant superintendent of schools, Los Angeles, California. Revised edition. 180 p. Los Angeles City School District, School Publication No. 151, September, 1927.

HIGH SCHOOL ADMINISTRATION—By Herbert H. Foster, professor of education, Beloit College. 665 p. The Century Company. 1928.

THE A B C OF PSYCHOLOGY—By Vance Randolph. 140 p. Vanguard Press. 1927. 50 cents.

THE KINGDOM OF THE MIND—By June E. Downey, professor of psychology in the University of Wyoming. 217 p., ll. The Macmillan Company. 1927. \$2.00.

THE CHILD AND THE HOME—Essays on the Rational Bring-up of Children. By B. Liber, author of *The Healers*, *As a Doctor Sees It*, *Sexual Life*, *Editor of Rational Living*. 258 p. Vanguard Press. 50 cents.

OUTLINES OF CHILD STUDY—A Manual for Parents and Teachers. Revised. Edited by Benjamin C. Gruenberg for the Child Study Association of America, with an introduction by Edward L. Thorndike. 315 p. The Macmillan Company. 1927.

ELEMENTARY PRACTICAL MECHANICS—By Joseph M. Jameson, vice-president, Girard College, formerly head of the department of physics, School of Science and Technology, Pratt Institute, Brooklyn, New York. Third edition. 335 p., ll. John Wiley & Sons, Inc. 1927. \$2.25.

HOW TO DRAW THE HEAD IN LIGHT AND SHADE—By Edward Renggli. First edition. 68 p., ll. Bridgeman Publishers. 1927. \$2.50. Over 150 drawings of heads, in every conceivable position, give the student the basic foundation on which to draw the head. Renggli's heads are admirably drawn; his technique and modeling have a charm which comes only from the work of a finished master. This is a good handbook.

A PRIMER OF BLUE-PRINT—By Thomas Diamond, associate professor of vocational education, University of Michigan, Ann Arbor, Michigan. 70 p., ll. The Bruce Publishing Company. 1927.

TEACHERS' MANUAL—To accompany "World History in the Making" and "World History Today." By Albert E. McKinley, professor of history, University of Pennsylvania; Arthur C. Howland, professor of medieval history, University of Pennsylvania, and Matthew L. Dann, principal of Richmond Hill High School, City of New York. 110 p. American Book Company. 1928.

MAP EXERCISES, SYLLABUS, AND NOTEBOOK IN ENGLISH HISTORY—By R. C. Willard and Edward K. Robinson. 64 p., ll. Ginn and Company. 1923. 50 cents.

OUR HELLENIC HERITAGE—By H. R. James, sometime principal, Presidency College, Calcutta. Two volumes in one. Vol. I, Part I, The Great Epics; Part II, The Struggle With Persia; Vol. II, Part III, Athens—Her Splendor and Her Fall; Part IV, The Abiding Splendor. With maps and illustrations. 560 p. The Macmillan Company. 1927.

LABORATORY MANUAL IN AMERICAN HISTORY—By Howard E. Wilson, department of social science, University of Chicago High School. 241 p. American Book Company. 1927.

RUDIMENTS OF ECONOMICS—By William Wallace Hewett, assistant professor of economics, The University of Pennsylvania. 258 p., ll. Thos. Y. Crowell Company. 1927. \$1.75.

FUNDAMENTALS OF BUSINESS ORGANIZATION AND MANAGEMENT—By William B. Cornell, professor of management, chairman of department of business management, School of Commerce, Accounts and Finance, New York University, and John H. MacDonald, assistant professor of management, School of Commerce, Accounts and Finance, New York University; Frederick G. Nichols, associate professor of education, Harvard University, general editor. 480 p., ll. American Book Company. 1927.

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The editors are: Arthur M. Schlesinger; Dixon Ryan Fox. The consulting editors are: Ashley H. Thorndike; Carl Becker. The aim of this pioneer historical series is to trace the evolution of civilization in the United States.

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* * *

PRACTICE LEAVES IN THE RUDIMENTS OF ENGLISH.—By Easley S. Jones. Published by the Century Company, 353 Fourth Avenue, New York City. 1928. 65 cents.

This is a royal octavo, paper-bound volume containing seventy-six perforated exercise-sheets having to do with English grammar, punctuation, spelling, diction and sentence structure. It differs in many ways from other similar exercise "pads" now available. It offers a new method for analyzing sentences that is as simple as it is original. Its arrangement into clearly-defined groups of exercises enables the introduction in each group of an initial exercise to determine deficiency and a final exercise to measure progress.

Another feature of the book is its treatment of sentence-building. Its system of scoring papers, directions to the pupils, and suggestions for the teacher will be found exceedingly useful. The exercises are grouped according to the main heading in "The Century Handbook of Writing," by Garland Greever and Easley S. Jones, and the references in the exercises are made to "The Century Handbook of Writing." But in the back of the book is a chart of corresponding references to eight other composition handbooks and manuals, so the exercises can be used in conjunction with a variety of texts.

* * *

SHORT STORIES OF TODAY. This is one of a literary series from the press of Ginn and Company. It is edited by Charles Lane Hanson, head of the department of English, Mechanic Arts High School, Boston, and William J. Gross, junior master, in the same school.

As the title implies, these stories are modern not only in authorship and date of writing, but in subject-matter and treatment of theme. Pains have been taken to present teacher and pupil with material that is fresh; with stories that, while they possess a high literary quality, will not have been met again and again in other collections.

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Interesting New Books

LIVING ENGLISH—For Junior High Schools. Books One and Two. By Howard R. Driggs, professor of English teaching, New York University School of Education, New York City. Book One, 342 p., ll. Book Two, 420 p., ll. **The University Publishing Company.** 1927.

THE TEACHING OF ENGLISH IN THE SECONDARY SCHOOL—By Charles Swain Thomas, Graduate School of Education, Harvard University. Revised edition, 620 p. **Houghton Mifflin Company.** 1927. \$2.40.

THE NEWSPAPER CLUB—A natural approach to composition in the schools. By H. F. Harrington, director of the Medill School of Journalism of Northwestern University, and Evaline Harrington, department of English, West High School, Columbus, Ohio. 385 p., ll. **D. C. Heath and Company.** 1927. \$1.68.

DESCRIPTIVE AND NARRATIVE WRITING—By Lawrence H. Conrad, department of rhetoric, University of Michigan, with an editorial introduction by Robert Morris Lovett, professor of English, University of Chicago. 292 p. **Houghton Mifflin Company.** 1927. \$2.00.

ESSAYING THE ESSAY—By Burges Johnson, Litt. D., professor of English, Syracuse University, author of "The Well of English and the Bucket," "As I Was Saying," "Earning a Living by the Pen." 330 p. **Little, Brown and Company.** 1927. \$1.00.

NEW PRACTICAL ENGLISH FOR HIGH SCHOOLS—Second Course. By William Dodge Lewis, formerly deputy superintendent of public instruction, Harrisburg, Pa., and James Fleming Hasic, professor of education, Teachers College, Columbia University, New York. 545 p. **American Book Company.** 1927.

A DICTIONARY OF MODERN ENGLISH USAGE—By H. W. Fowler, joint author of *The King's English*, *The Concise Oxford Dictionary* and *The Pocket Oxford Dictionary*. 752 p. **Oxford University Press.** 1927. \$4.00.

READING AND WORD MEANINGS—By Edward William Dolch, College of Education, University of Illinois. 135 p. **Ginn and Company.** 1927. \$1.36.

THE UHL-HATZ PRACTICE LESSONS IN ENGLISH—By Willis L. Uhl, professor of education, University of Wisconsin, and Luzia E. Hatz, Hawley Avenue School, Milwaukee, Wisconsin. 97 p. **The Macmillan Company.** 1927.

A REVIEW OF GRAMMAR WITH EXERCISES—By Jonathan M. Dow, Junior College, Kansas City, Missouri. 120 p. **Charles E. Merrill Company.** 1927.

SELF-AIDS—In the Essentials of Grammatical Usage. By L. J. O'Rourke, director of psychological research, United States Civil Service Commission, formerly faculty member, department of speech, University of Wisconsin, and Cornell University. Revised edition. 202 p. **Educational and Personnel Publishing Company.** 1927.

GOOD ENGLISH—Book One. Grammar and Punctuation. Part Two of *The Mechanics of Composition*. By Henry Seidel Canby and John Baker Opdycke. 221 p. **The Macmillan Company.** 1927.

PROGRESSIVE WORD STUDIES—A complete spelling book. By J. N. Hunt, author of "Progressive Course in Spelling," "Modern Words Studies," etc. 245 p. **American Book Company.** 1927.

A LABORATORY STUDY OF THE READING OF MODERN FOREIGN LANGUAGES—By G. T. Buswell, associate professor of educational psychology, University of Chicago, 112 p., ll. **The Macmillan Company.** 1927.

FUNDAMENTALS OF GERMAN—By Adolph E. Meyer, Washington Square College, New York University. 175 p. **Globe Book Company.** 1927. \$1.00.

LA RANA VIAJERA—Artículos Humorísticos. By Julio Camba. Editor with introduction, notes and vocabulary, by Federico de Onís. 280 p. With illustrations by Usabal. **D. C. Heath and Company.** 1928. \$1.12.

SPANISH DRILL BOOK—By Howard C. Leonard, head of the modern language department, Theodore Roosevelt High School, New York City. 95 p. **Globe Book Company.** 1925.

EXERCISE BOOK IN SPANISH—A drill and exercise book on the subjunctive, idioms, pronouns and irregular verbs. By Lawrence A. Wilkins, director of modern languages in the high schools of New York City, and Hyman Alpern, instructor in Spanish, Stuyvesant High School, New York City. 90 p. **Globe Book Company.** 1921.

LECCIONES DE LITERATURA ESPAÑOLA—By Aurelio M. Espinosa, professor of romanic languages, Stanford University, Comendador con Placa de la Real Orden de Isabel la Católica, Miembro Correspondiente de la Real Academia Espanola. **Stanford Spanish Series.** 205 p., ll. **Stanford University Press.** 1927.

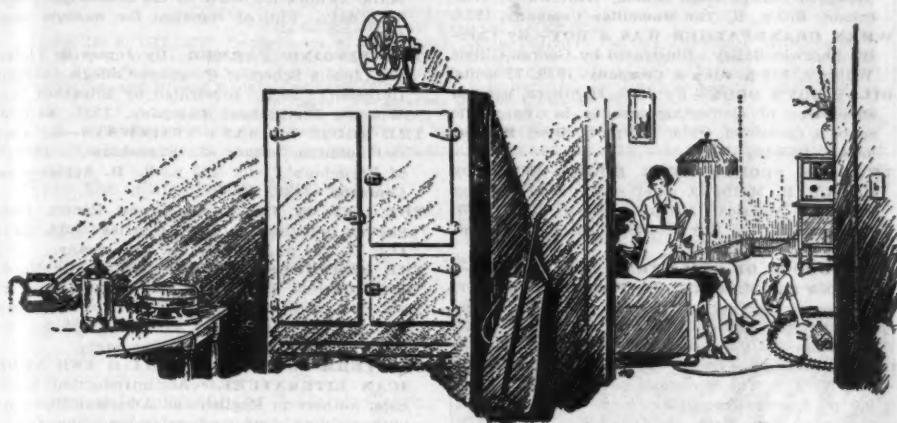
SPANISH COMPOSITION AND GRAMMAR DRILL—By William E. Knickerbocker and Americo U. N. Camera, associate professor in the department of romance languages in the College of the City of New York, formerly supervisor of romance languages in Townsend Harris Hall, New York City. 213 p. **D. Appleton & Company.** 1923.

SELECTIONS FROM THEOPHILE GAUTIER—Edited with introduction, notes and vocabulary by Aaron Schäffer, associate professor of romance languages, University of Texas, and S. A. Rhodes, instructor of romance languages, The Rice Institute. **The Century Company.** 1928. 105 p.

GLANCES DE FRANCE EN AUTOMNE—Lecture et Recitation. Poésies, Gravures and Melodies. By Louise Charvet, assistant professor of French, Hunter College of the City of New York. 225 p., ll. **Ginn and Company.** 1928.

FRANCE—Tableau De Civilisation Française. By Regis Michaud, professor of French, University of California, and A. Marinoni, professor of romance languages, University of Arkansas. 305 p., ll. **The Macmillan Company.** 1928.

PRINCIPLES OF MUSICAL EDUCATION—By James L. Mursell, department of education, Lawrence College. 320 p. **The Macmillan Company.** 1927.



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- Teachers College High School, Whitewater, Wisconsin. 670 p., ll. **The Macmillan Company.** 1928.
- WHEN GRANDFATHER WAS A BOY**—By Carolyn Sherwin Bailey. Illustrated by George Gillett Whitney. 174 p. **Ginn & Company.** 1928. 72 cents.
- BILLY BOY'S BOOK**—By Alice Hanthorn, general supervisor of elementary grades in the public schools, Cleveland, Ohio. 127 p., ll. **Benj. H. Sanborn & Co.** 1927.
- THE BOY SCOUTS YEAR BOOK**—Edited by Franklin K. Mathews, chief scout librarian, Boy Scouts of America. 240 p., profusely illustrated. Published for the Boy Scouts of America. **D. Appleton & Company.** 1927. \$2.50.
- A HANDBOOK OF CHILDREN'S LITERATURE**—Methods and Materials. By Emelyn E. Gardner, College of the City of Detroit, and Eloise Ramsey, Detroit Teachers College. 365 p. **Scott, Foresman and Company.** \$2.00.
- DORIS DECIDES**—By Gladys Blake (author of "At Bow View," "The Scratches on the Glass," etc.). 260 p., frontispiece illustrations. **D. Appleton & Company,** New York and London. 1927. \$1.75. A continuation, although quite separate, of the mystery tale already woven in the previous stories of this series. A good story for girls, and with a thrilling climax.
- DEDEAH'S WONDERFUL YEAR**—By Hildegard Hawthorne (author of "Makeshift Farm," "Island Farm," etc.). 260 p., frontispiece illustration. **D. Appleton & Company,** New York and London. (California office, 149 New Montgomery Street, San Francisco.) 1927. \$1.75. This delightful tale continues the narrative of the family which Miss Hawthorne has created in her previous volumes.
- THE JANITOR'S CAT**—By Theodore Acland Harper, in collaboration with Winifred Harper. Drawings by J. Erwin Porter. 217 p. **D. Appleton & Company.** 1927. \$2.00.
- THE MAKING OF PETER CRAY**—By William Heyliger, author of "The Fighting Captain," "High Benton," etc. 230 p., ll. **D. Appleton and Company.** 1927. \$1.75.
- GEORGE ROGERS CLARK**—Pioneer Hero of the Old Northwest. By Ross F. Lockridge, author of How Government Functions in Indiana. 225 p., ll. **World Book Company.** 1927. \$1.20.
- THE SQUIRREL TREE**—By Margaret J. McElroy and Jessica O. Young. 94 p., many illustrations in color. **American Book Company,** San Francisco. 1927. Such a delightful reader as this, for little children, makes learning a joy indeed. Text, type and pictures are all entirely satisfying.
- ONCE UPON A TIME IN DELAWARE**—By Katherine Pyle. Edited by Emily P. Bissell. Drawings by Ethel P. B. Leach. Second edition. 162 p., ll. **E. P. Dutton & Company.** \$1.50.
- UNKNOWN TO HISTORY**—By Charlotte M. Yonge. Illustrated by Clara M. Burd. 480 p. Many illustrations in color and in black and white. **Harper & Brothers.** 1927. \$2.50. Holiday edition. A mystery story of Mary, Queen of Scots, and the young girl Cicely Talbot. An old tale now published for the first time, for the delectation of modern youth.
- LIFE ON THE MISSISSIPPI**—By Mark Twain. Holiday edition, with illustrations by Frank Schoonover and Walter Stewart. 535 p. Many plates in color and in black and white. **Harper & Brothers.** 1927. \$2.50. A beautiful gift edition of
- Mark Twain's narrative of old Mississippi steamboat days. Full of romance for modern young folk.
- THE SINGING FARMER**—By James S. Tippett, the Lincoln School of Teachers College, Columbia University. 95 p. Illustrated by Elizabeth Tyler Wolcott. **World Book Company.** 1927. 68 cents.
- THE HOUSE OF MANY STAIRWAYS**—By Hammel Johnson, author of "Prydehurst," "Priscilla of Prydehurst," etc. 245 p., ll. **D. Appleton and Company.** 1928. \$1.75.
- THE LIFE OF JESUS**—By Ernest Renan. Introduction by the Rt. Rev. Charles Gore, D. D. D. C. L. 264 p. **E. P. Dutton & Company.**
- THE BROTHERS OF KARAMAZOV**—By Theodor Mikhailovitch Dostoevsky. Translated by Constance Garnett. Introduction by Edward Garnett. Volumes One and Two. Vol. One, 409 p.; Vol. Two, 450 p. **E. P. Dutton & Company.**
- ONE TERM COURSE IN ENGLISH AND AMERICAN LITERATURE**—An introduction to the chief authors in English and American literature with reading lists and references for further study. By Benjamin A. Heydrick, chairman of English department, High School of Commerce, New York City; author of "How to Study Literature," "Short Studies in Composition," etc. 31 p., ll. **Noble and Noble.** 1927. \$1.30.
- SAPLINGS**—Second Series, 1927. Verse, short stories and essays selected from manuscripts written by high school students in competition for the scholastic awards, including the Witter Bynner scholastic poetry prize, conducted by the Scholastic, a national high school magazine. 126 p. **Scholastic Publishing Company.** 1927. \$1.50. This is an admirable cross section of youthful America genius.
- IDYLLS OF THE KING**—By Alfred, Lord Tennyson. Edited with an introduction by Elizabeth Nitchie, associate professor of English at Goucher College. 405 p., ll. **The Macmillan Company.** 1928.
- A CHILD'S BOOK OF SONGS**—By Robert Foresman. 100 p. **American Book Company.** 1928.
- TEACHING AND SUPERVISION OF READING**—By Arthur S. Gist, principal of B. F. Day School, Seattle; editor of Yearbooks, department of elementary school principals, National Education Association; author "Elementary School Supervision," and William A. King, principal of Bryant and Laurelhurst schools, Seattle. **Charles Scribner's Sons.** 347 p., ll. 1927.
- A CHILD'S FIRST BOOK IN READING**—By Margaret J. McElroy. 82 p., paper covers, with many illustrations in color. An accompanying teacher's manual of 40 pages by the same author. **American Book Company,** San Francisco. 1927. A happy and inviting gateway to the little child in his first lessons.
- STONE'S SILENT READING**—Book Six. By Clarence R. Stone, author of "Silent and Oral Reading." Illustrated by Billie Chapman. 354 p. **Houghton Mifflin Company.** 1927. 96 cents.
- THE STORY-A-DAY BOOK**—By Nelle A. Holt, Coventry School, Cleveland Heights, Ohio. Illustrated by Violet Moore Higgins. 152 p. **The Macmillan Company.** 1927. Another delightful reader for beginners in school, full of bright pictures in color, and with a word list and teacher's guide. This is one of Macmillan's "Pleasant Books for Pleasant People."

Published April 15, 1928

GEOGRAPHY OF NORTH AMERICA

GEORGE J. MILLER, Department of Geography, State Teachers College, Mankato, Minn., and ALMON E. PARKINS, Department of Geography, George Peabody College for Teachers, Nashville, Tenn., are the authors of this new Geography, which gives information, develops geographic reasoning, and presents plans for organizing geographic material for study and critical analysis.

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This spring members of the California Teachers Association who are making requisitions for summer purchases, are finding that careful reading of the advertisements in the Sierra Educational News will be of great help in giving the needed information.

This reading of advertisements also may bring to your attention something new, or something you had forgotten to order. It is to your interest to seek the information offered in these advertising pages. The advertisers in the Sierra Educational News are dependable, and you are assured that they will give you your money's worth.

* * *

H. B. Wilson, now National Director of the American Junior Red Cross of Washington, D. C., and formerly Superintendent of Schools, Berkeley, California, and prominent at the California Council of Education, recently attended the exercises at Teachers' College, Columbia University, New York City, in connection with the inauguration of Dr. William L. Russell, as the new Dean of Teachers' College.

Mr. Wilson represented the California Teachers' Association. In a report to Mr. R. W. Cloud he states that the exercises throughout were very interesting and rather widely participated in. He saw Presidents Black and Spencer from the state of Washington. All of the north Atlantic coast area was extensively represented.

Altogether it was a very enjoyable and profitable meeting, and he felt great pride in the fact that he could represent California and the California Teachers Association.



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Melrose Martin, Superintendent of Schools, Albany, Alameda County, has been elected City Superintendent of Ventura. Mr. Martin is a progressive, earnest school man and has done excellent work wherever he has been located.

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NOTES AND COMMENT



Art in California

CALIFORNIA has no state organization of art teachers, according to Emma McCall of Berkeley. There is, however, a coast organization of art teachers, artists and business people whose major interest is art. The name of this organization is The Pacific Art Association.

The president is Professor A. B. Clark, Stanford University. The vice-president is Miss Reynolds, Seattle, and the treasurer is Mrs. Agnes Ray, 460 Staten street, Oakland.

The art chairman of the California Teachers Association, Bay Section, is Hamilton A. Wolf, Art Department, University of California.

* * *

Rural Supervision

MR. T. C. McDaniel of Fairfield, Solano County, is president of the Bay Section, California Association of Rural Supervisors. He reports that the May meeting comprises a field trip to the state demonstration schools. The topics for discussion during the present year are: (1) the rural school—a teacher's opportunity; (2) the teacher and her professional code; (3) the first day at school; (4) the elimination of leaks in education; (5) good school housekeeping; (6) the relation between the school and the community; (7) professional relationships of the teacher; (8) the problem of school attendance; and (9) definite music suggestions for rural schools.

Imperial County Teachers held their spring meeting at El Centro, March 31st. The plan developed for this year was one whereby all schools gave to each other the special educational features they have found worth while. The main address by an outside speaker is followed by twenty-minute divisions put on by individual schools.

We are having a valuable interchange of ideas, activities and projects. The aim is to further the spreading of workable educational material.—Ruth C. Jillson, Secretary, Brawley.

* * *

An Admirable Plan for Teacher Placement

THE faculty of the State Teachers College at San Diego is privileged each year to choose five of the school's graduates for positions in San Diego city schools, one for Oakland, and others for Seattle and Pasadena.

Selection is made from graduates without previous experience, to encourage professional preparation and attitude during training on the part of the younger students. Selection is made not on a rating basis, but from the upper group on the basis of personnel consideration of fitness for the particular school systems to be served.

Experienced teachers who are completing degree courses or are qualifying for the California credential, are placed directly by the appointment bureau, and are, of course, always in great demand. All

experienced teachers as well as all specials were not given consideration in this selection.

Moreover, a number of choice teachers of each year's class do not complete their practice teaching in time to be considered for these early openings. They will be reserved for other school systems that regularly elect some of our graduates.

The selections this year are made by the supervisors of the training school after a careful study of placement considerations involved.—W. L. Nida, San Diego.

The California Survey, Heald-Frisk-Menerey, Inc., Publishers, 25 Taylor Street, San Francisco, have found it necessary, on account of the demands, to produce in addition to the \$10.00 unit, a \$4.90 and also a \$7.90. This price includes both the Survey Directory of 126 pages and the Survey Plat, approximately 4 x 5 feet, either in wall or desk form. This survey has been endorsed by the University of California, State and railroad officials, California Development Association and others.

The Gregg Publishing Company announces the removal of its Chicago office from 623 South Wabash avenue to the new building located at the southwest corner of Twenty-fifth street and Prairie avenue.

The new and larger quarters will comprise the entire top floor of this modern building, in the heart of a rapidly growing publishing district.

This removal reflects the steady and sure growth of the company, and is in harmony with its steadfast policy of sparing no expense in equipping itself to be of worth-while service to schools, commercial teachers and students.

Stockton Elementary Teachers Association has practically 100 per cent membership of all elementary principals, teachers and supervisors of Stockton. Always sends one or more delegates to N. E. A. convention. Takes active part in civic enterprises, keeps two paid up memberships in Chamber of Commerce. Committees keep in close touch with regard to welfare and school legislation, not only in state but national as well. Has been determining factor in satisfactory salary adjustments and directly responsible for research work and general revision of course of study now going on in the city schools.

The Franciscan is an excellent illustrated monthly journal, edited by the journalism class of the Francisco Junior High School, San Francisco, and printed by the students of the printing classes there. Mr. Thaddeus H. Rhodes is principal of the school. Mr. Rhodes is one of the prominent school men of Northern California, and is secretary of the School Executives Club of the Bay Region. "The Franciscan" has good typography and lively content.

Helen S. Hartley, superintendent of nurses, San Joaquin County Health Center, is instructor in child hygiene, College of the Pacific Summer Session.

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Miss Estelle Carpenter, Chairman of Public schools Program Committee, and Director of Music in the San Francisco Public Schools, has arranged 109 outstanding concerts and demonstrations in the various public schools under direction of the principals and music teachers. These concerts were given in all the schools during Music Week.

A wide range of courses for teachers, including courses for certificate credit, as well as graduate and undergraduate courses, are offered at the State University at Missoula for the coming summer. In addition to the instructional program, an extra curricular program of week-end excursions, lectures, convocations, dramatic productions and social gatherings has already been planned in detail.

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The officers of the National Association of Secondary School Principals are,—President, F. L. Bacon, Principal of Newton High School, Newtonville, Massachusetts; First Vice President, Jessie M. Hamilton, Principal of Morey Junior High School, Denver, Colorado; Second Vice President, Charles F. Allen, Principal of West Side Junior High School, Little Rock, Arkansas; Secretary-Treasurer, H. V. Church, Principal of J. Sterling Morton High School, Cicero, Illinois. Executive Committee: R. McDaniel, Principal of Oak Park and River Forest Township High School, Oak Park, Illinois; William E. Wing, Principal of Deering High School, Portland, Maine; and L. W. Brooks, Principal of High School, Wichita, Kansas.

The people of the El Monte School District voiced their approval of building ten additional rooms to the Columbia School by carrying a bond election for fifty thousand dollars by a vote of 253 to 26. The elementary schools have been growing steadily and the new rooms will be in readiness next fall according to Frank M. Wright, District Superintendent. These rooms will complete the plant at the Columbia School.

Elmo A. Robinson and Samuel J. Daley have recently issued an announcement of an attractive series of hiking and camping trips in the High Sierra region lying east of Huntington Lake. The first party is to start July 1, and the others at intervals of two weeks. Both Mr. Robinson and Mr. Daley are teaching in the Lassen Union High School at Susanville.

Glen D. Wright is Superintendent of the Corona City Schools with over 1800 pupils and 65 teachers. \$165,000 has been spent there recently for new school buildings, including units for fine arts, physical training, sewing, cooking, shops and a new grammar school.

Kate Brousseau, Docteur de L'Universite de Paris, Professor of Psychology, Mills College, California, has written an important volume on "Mongolism," a study of the physical and mental characteristics of Mongolian imbeciles; recently revised by H. G. Brainerd, M. D.

Dr. Brainerd was assistant superintendent, Hospital for the Insane, Independence, Iowa; superintendent County Hospital, Los Angeles, California; professor of Neurology and Psychiatry, College of Medicine, University of Southern California; member of the Board of Managers, State Hospital for the Insane, Norwalk, California; member of the Los Angeles Lunacy Commission for the past thirty-six years). 223 p. ll. The Williams & Wilkins Company. 1928. \$4.50.

Mrs. Zoo Lois Lamberson is second Deputy Superintendent of Schools of Tulare County, taking the place of Katherine Hamm. Miss Hamm is now a rural supervisor, whose special field is tests and measurements.—J. E. Buchman, County Superintendent of Schools, Visalia.

The University of Southern California at 3551 University Avenue, Los Angeles, was inadvertently omitted from the tabulation of college dates as published on page 58 of the January, 1928, issue of the Sierra Educational News. The 1928 commencement exercises will be held on June 9th. The twenty-third annual summer session will hold three divisions as follows,—June 18, 8 weeks Division, Summer Session; July 2, 6-weeks Division, Summer Session; and August 13, Post-Summer Session.

The Monrovia-Arcadia-Duarte High School District is constructing a fine new high school with the bond issue of \$625,000 which was voted last June. The building will be of re-inforced concrete. Four structures are now being erected, the administration building and auditorium, the science, practical arts and the shop buildings. More will be added at an early date.

The new plant is erected upon a site of 24 acres which provides ample room for the expansion program which will include the Junior College. The present High School will ultimately be used for a Junior High School. The educational policy of the system perhaps will be somewhat modified.—A. R. Clifton, Superintendent.

The Recreation Department assisted the Oakland Community Chest in its 1928 appeal. R. W. Robertson, Superintendent of Recreation and Director of Physical Education, and Percy P. Locey, Assistant Superintendent of Recreation and Assistant Director of Physical Education, represented the department at the annual Community Chest Dinner recently.

F. F. Martin, City Superintendent of Schools of Santa Monica, and President of the Southern Section C. T. A., was re-elected by his board of education for a four year term. A fine increase of salary went with the re-election.

The Board of Education of Long Beach has re-elected W. L. Stephens, superintendent for another four year term at a large increase of salary. Mr. Stephens is an exceptionally able school administrator and has given his community an excellent school system.

Among the school board members from California who attended the National Convention at Boston were Mr. Melvin Neel and Mr. Eugene Fisher of Long Beach. Mr. Neel took with him his daughter, Everett, and Mr. Fisher was accompanied by Mrs. Fisher's mother. The two gentlemen went to study the junior college program.

Katherine L. Bennett is secretary of the California Writer's Club. Her address is 388 Fairmont Avenue, Oakland.

California Commercial Teachers have a State Executive Council comprising,—L. B. Davy, president, Bakersfield; G. J. Badura, secretary-treasurer, Fortuna; Edward Goldberg, Sacramento; F. E. Lord, Santa Monica; John W. Edgemond, Oakland; L. Oberg, Santa Cruz.

Leo Cooper, drama teacher, has recently given a series of four radio Shakespeare Recitals, in co-operation with KYA of the Pacific Broadcasting Corporation.

* * *

California Kindergarten Primary Association

The following have been appointed to serve as committee chairmen for 1928-1929:

Legislative Committee—Miss Rose Sheehan, Sacramento.

Research Committee—Miss Katherine McLaughlin, Los Angeles.

Publicity Committee—Miss Lavinia McMurdo, San Francisco.

Membership Committee—Miss Florence Morrison, Oakland.

History Committee—Mrs. Nora Millspaugh, Los Angeles.

Amendments Committee—Miss Ethel Van Deusen, Los Angeles.

A Yosemite Adventure

Two Lindsay members of the California Teachers Association, one the daughter of Secretary of the Navy Wilbur, were back at their posts recently after a narrow escape from death on a perilous ledge in the Sierras 2000 feet above the floor of Yosemite Valley early Sunday.

Overtaken by darkness on the snow-covered ledge trail leading from Glacier Point 3400 feet to the valley floor, the girls were unable to retrace their steps or proceed further.

Responding to their cries for help five park rangers reached a narrow ledge 100 feet above the girls after hours of climbing. A rope was lowered and the girls one by one were hoisted to safety.

The school teachers, Miss Edna May Wilbur and Miss Ona E. Ring, were in the park on a week-end outing.

* * *

Howard Hill, California representative of the Holmes Projectors, is recovering from an operation for the removal of a burst appendix. Mr. Hill was extremely ill in an Oakland hospital for several weeks. He was able to attend the High School Principals Convention at Long Beach but it will be some time before he will be all over his little trip to the hospital.

Sam Chaney, the efficient manager of the California Placement Bureau at Berkeley, was called to Redlands March 31st by the very serious illness of his mother. He arrived shortly before her death and on Monday returned to Berkeley for the interment. Mrs. Chaney, Sr., was 94 years old and had resided in Willows for many years.

Dr. Edith Hale Swift, a member of the staff of the American Social Hygiene Association, 370 Seventh Avenue, New York City, recently made a five weeks' tour of colleges in Texas, Arkansas, Kansas, Missouri, and Nebraska. She addressed student and faculty groups on social hygiene.

Dr. Valeria H. Parker, a member of the staff of the American Social Hygiene Association, 370 Seventh Avenue, New York City, has returned from a six weeks' trip through the West, where she spoke to various educational groups on the field of social hygiene.

Dr. Remsen D. Bird, president of Occidental College, declares that in almost every specialized field of graduate study American institutions can offer higher training commensurate with that found in Europe. He is an admirer of the self-critical attitude so characteristic of American higher education.—Arthur G. Coons, Occidental College.

Dr. Martin J. Stormsand, professor of education at Occidental College, declares that the new study-guide tests, of the type used in his new edition of "Study-Guide Tests in American History" (Macmillan), are an improvement on the true-false test in that opportunity is presented to test reasoning in a better way.—Arthur G. Coons, Occidental College.

Leonard F. Collins, city superintendent of schools at Burbank, California, was recently honored by his teachers with a banquet at the Sunset Canyon Country Club, at which time he was presented with a life membership in the National Education Association.

C. E. Purvance of the Polytechnic High School, San Francisco, is president of the Alumnae Alpha

Chapter of the Phi Delta Kappa Fraternity. The other officers are: Will W. Green, secretary-treasurer, 909 McKinley Avenue, Oakland, California; Harry G. Hansell, editor News Letter, Part-Time High School, San Francisco; Roy E. Warren, secretary of Inter-Frater Relations, Whittier School, Berkeley; Wm. J. Allman, historian, San Jose High School, San Jose. Chapter Committee on Research: A. I. Hamilton, University Elementary School, Rose and Walnut Streets, Berkeley, California; A. P. Gist, State Teachers College, San Francisco, California; and R. E. Rutledge, Board of Education, Oakland.

The Trustees of the **Redlands High School District** let a contract on May 2, 1928, for the erection of an athletic building at the Junior High School. This building will be for the use of the boys and girls of the school and will be nearly a duplicate of the building built last fall on the high school athletic field.

The high school auditorium will be completed about August 15, 1928. This building will seat thirteen hundred twenty-five. It will contain the offices of the School Board and the Superintendent, and rooms for the Music Department. It will have a very complete stage equipment.

A new wing for the Junior High School was occupied at the beginning of the present semester. These buildings, together with the two fine elementary schools erected two years ago, gives Redlands a fine equipment of school buildings.—Henry G. Clement, Superintendent.

Sunday, May 6th, the Grand Officers of the Grand Parlor Native Sons of the Golden West dedicated the new **McKinley Grammar School at Redwood City**. This school contains 20 class rooms, two domestic science rooms, a manual training shop, a social hall, a big auditorium, offices, library, supply rooms, etc. It is built of reinforced concrete with tile roof.

The cost of the structure was just under \$150,000, and is situated on a 12-acre site. No bond issue was necessary, as the required funds came from the sale of the old Central School property and from the proceeds of two special building taxes which were levied in 1926 and 1927. John Gill is Superintendent of Schools, Redwood City.

An **Adult School** is to be conducted at Mills College, Oakland, August 13 to 25, under the auspices of the Alumnae Association of Mills College. Dr. Glenn E. Hoover, assistant professor of sociology and economics at Mills College, is to be director.

During the first week of the Adult School the family—marriage, divorce, the influence of the home, employed wives and mothers—will be considered. The second week matters of race and immigration—particularly the question of Mexican and Oriental immigration and other problems vital to the Pacific Coast will be discussed.

Among the organizations which have expressed an interest in the school and a willingness to co-operate in the undertaking are the California Teachers' Association, American Association of University Women, Native Sons of the Golden West, California Federation of Women's Clubs, California Federation of Labor, and the California Library Association.

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Modern Aircraft

MAJOR VICTOR W. PAGE of the United States Air Corps, has written a most useful volume on modern aircraft. It comprises 855 pages; size 6x9, illustrated with over 500 excellent engravings and diagrams. It is stated to be the most complete and informative treatise on aeronautical science and aviation. The publishers are the Norman W. Henley Publishing Company, 2 West 45th Street, New York City (price \$5.00).

This book is so recent that it describes and illustrates the Ryan NYP monoplane flown from New York to Paris by Colonel Charles Lindbergh and the Wright-Bellanca monoplane flown by Clarence Chamberlin from New York to Berlin. It also describes fully the Fokker tri-motored monoplane used by Commander Byrd in his polar and trans-oceanic flights. The Wright air-cooled motor and the navigating instruments that made these epochal flights possible are fully described.

The nineteen chapters describing the various types of aircraft, their construction, principles of operation and commercial applications. This work considers the elementary operating principles of both lighter-than-air and heavier-than-air craft. It shows by simple diagrams, how any airplane flies and is controlled; outlines and describes all

important parts of the plane, what they do, and how they are used. Complete chapters are included on latest types of engines, both air and water-cooled, their construction, application and care. The recent types of airplanes and airships are described and illustrated. A special chapter outlines airplane instruments and aerial navigation.

California colleges, high schools, elementary schools, and libraries generally will wish this modern reference book on their shelves.

* * *

Pacific Coast Orientals

MANY California teachers who have in their classes children of Asiatic ancestry, will be interested in a recent volume by Professor Elliot Grinnell Mears of Stanford University. It is entitled, "Resident Orientals on the American Pacific Coast, Their Legal and Economical Status." It comprises 550 pages with many graphs, tables and selected documents. Copies may be obtained from the office of the American Group Institute of Pacific Relations, 129 East 52nd Street, New York City.

Mears has brought together an extremely valuable handbook relating chiefly to the Japanese and Chinese in California, Oregon and Washington.

The Spirit of Youth

VIOLET BECK is a teacher of English and drawing in San Diego. She has recently published a charming illustrated volume of her poems, entitled "Apple Blossoms and Other Poems."

It was linotyped by the students of Mr. Romer's classes at the San Diego High School, and printed by Neyenesch of San Diego. It comprises 170 pages, blue paper cover and many half-tone illustrations and line drawings.

Herewith is reproduced one of Miss Beck's pictures, prepared for a linoleum cut, and representing a youth and lass walking down a path from the arcades of San Diego High School.

Miss Beck is a talented poetess and her children's verses are particularly good.

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John T. Cates, business manager of Glendale city schools, reports the purchasing of traveling rings and sand boxes as playground equipment there.

T. Stanley Powles is Principal of the Olive Grammar School at Beaumont, California. Mr. Powles was at one time President of the Wisconsin Commercial High School Teachers Federation. He is also known as a baritone soloist and as a leader of community singing.

Powerful opposition by progressive civic and educational interests has been voiced to the proposal (made by the majority of the Board of Regents of the University of California) to separate the Teachers College from the rest of the University of California in Los Angeles.

Mrs. Blanche T. Reynolds, Ventura County Superintendent of Schools, reports heavy and rapid growth of population. Eight new teachers have been added recently and new buildings and classrooms are needed.

Friend W. Richardson, formerly California State Printer and later Governor of California, recently made a trip to Mississippi to address its Legislature on the state printing of school books.

B. L. Roberts, formerly a commercial teacher in the Monrovia High School, has been appointed as business assistant to City Superintendent A. R. Clifton, and succeeds Mrs. Annetta Monroe, resigned.

Chas. Schwoerer, Calaveras County Superintendent of Schools, acting on advices of the State Attorney General, has refused to honor Calaveritas School warrants on the ground that the school was re-established illegally. Mrs. Clifton, the teacher, is suing for back pay.

Hubert B. White is Director of Individual Learning in the schools at Amador County, with headquarters at Jackson. Mrs. Sabra Greenhaigh is County Superintendent. Mr. White is working intensively and constructively in the field of individual learning. He has published several interesting bulletins on this subject.

Mark Keppel, County Superintendent apportioned the second state apportionment to his schools while en route to Boston to the big convention. Los Angeles County has 209,065 of the state's 597,223 children in the elementary schools. It received \$5,909,000.85 for elementary schools and \$1,859,866.98 for the high school.

Bay Section, California Kindergarten Primary Association, held its spring meeting on Saturday, March 17, at the Women's Faculty Club of the University of California in Berkeley. The following were the principal speakers:

Dr. Edna Bailey spoke on "Suggestions to Kindergarten Primary Teachers," concerning the physical, mental and social growth of the young child.

Miss Julia Hahn reported on the meeting of the Department of Superintendents, recently held in Boston.

Miss Marion Barbour reported on the work of the committee on reading of the State Curriculum Commission. Miss Barbour stressed the efforts of the committee to secure a greater unification of kindergarten and primary grades through the downward extension of the legal entrance to include the five-year-old kindergarten class at least.

Professor W. H. Burten of the School of Education of the University of Chicago, will give three lectures at the Mills College Field Hockey and Sports Camp, held at Mills College in July. He will show how teachers of physical education can apply the general principles of education and psychology in their teaching.—Rosalind Cassidy, Mills College.

A new high school building was recently completed at Mt. Shasta (formerly Sisson) in Siskiyou County. The building stands at an elevation of 4,000 feet, with the snow-covered slopes of the mountain rising to 14,000 feet, directly back of the school.

This school is one of six branch high schools in the Siskiyou Union High School district, a district considerably larger in area than the state of Connecticut.

The Sutter County School Trustees held their annual convention under the direction of County Superintendent Mrs. Minnie M. Gray, at Yuba City Union High School. Among the speakers were David E. Martin, Alameda County Superintendent of Schools; J. A. McPhee, State Supervisor of Agriculture; and Roy W. Cloud, State Executive Secretary of the C. T. A. Superintendent Martin gave a particularly excellent and valuable address on the selection of teachers. He also ably discussed the co-operative purchasing of school supplies. Mrs. Gray's program met with much favor.

Mrs. Susan Miller Dorsey

(Continued from Page 17)

Thus her influence for good upon teachers, pupil, and, in fact, upon the community at large has been immeasurable."

"Harry Carr, Editor of *The Lancer*, Ex-Pupil of Mrs. Dorsey in Los Angeles High School:

"She is more than a great school woman. She is a great executive, and would have been as great in any big business as she has been at the head of the Los Angeles schools."

"Maynard McFie, Ex-President of Los Angeles Chamber of Commerce:

"Mrs. Dorsey has had probably a stronger influence on the lives of more young people than anybody else in the city of Los Angeles."

"One of the greatest women in America!"—*Michigan School Journal*.

"Ernest C. Moore, President of University of California at Los Angeles:

"To Mrs. Dorsey: No one has ever directed the educational undertaking of a great city through such a period of expansion and readjustment as you have and with such eminent skill and such outstanding success as has been given to but few men to display in any calling.

"It is your manifest sincerity, your deep love for the well-being of your fellow man which has made your accomplishment. You have enlarged all hearts by your compassion for the little ones, and the Lord of Life himself has said that "Whoso doeth this unto the least of these doeth it unto me".

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California School of Arts and Crafts

OPEN-AIR exercises were a feature of the twenty-first annual commencement of the California School of Arts and Crafts, held May 18 at the school's beautiful campus in Oakland.

In place of the traditional garb of somber black, the forty members of the graduating class wore caps and gowns of neutral gray, colorfully banded with red and blue, the school colors. Director Frederick H. Meyer conferred the degrees, which in-

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cluded Bachelor of Arts, Bachelor of Applied Arts, and Bachelor of Art Education—those who received the latter degree also receiving recommendations for special secondary credentials of the Arts type. Not only did graduates represent cities of California, but also the neighboring states of Oregon, Washington, Idaho and Colorado.

Dr. William Frederic Bade, famed archaeologist and faculty member of the Pacific School of Religion, delivered the address of the day, "Art and Civilization in the Near East." Dr. Bade stressed the important part a knowledge of the ancient arts and crafts plays in helping the archaeologist properly place the civilization period of excavated material, illustrating his talk with actual specimens of ancient pottery taken from the earth during his recent expedition to Palestine.

Other speakers included F. W. Bilger, President of the Board of Trustees; Edward S. Ross, who as president of the outgoing class, tendered the class gift to Director Meyer, and Glenn Wessels, who welcomed the new graduates into the Alumni Association.